Lessons 19-24

HARCOURT SCHOOL PUBLISHERS

Storytown

TEACHER EDITION
VOLUME 4

Available Online
and on CD-ROM

Grade K • Themes 7 & 8

At a Glance

HARCOURT SCHOOL PUBLISHERS

STORYtown

TEACHER EDITION

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SCHOOL PUBLISHERS

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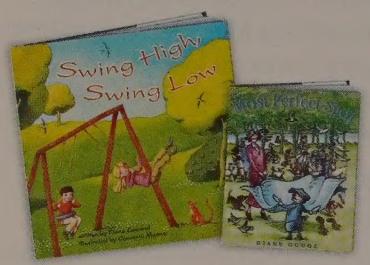
Theme: In The Neighborhood

Theme Planner Materials T2
Theme Opener • Theme Resources • Leveled Resources • Digital Classroom • Monitor Progress • Planning for Reading Success
Theme at a Glance • Theme Project • About the Authors and Illustrators • Recommended Reading

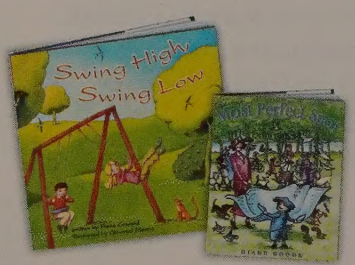


Lesson 19 ..... T14

BIG BOOK: **Swing High, Swing Low**
LIBRARY BOOK: **The Most Perfect Spot**
DECODABLE BOOK 7: Fix It Up
DECODABLE BOOK 8: Will Ron Fix His Rig?

Lesson 20 ..... T92

BIG BOOK: **What a Treasure!**
LIBRARY BOOK: **Pet Show!**
DECODABLE BOOK 9: If You Want a Pet
DECODABLE BOOK 10: Get Wet



Lesson 21 ..... T170

BIG BOOK: **Swing High, Swing Low**
BIG BOOK: **What a Treasure!**
LIBRARY BOOK: **The Most Perfect Spot**
LIBRARY BOOK: **Pet Show!**
DECODABLE BOOK 11: Who Is It?
DECODABLE BOOK 12: Who Has a Pet?

Theme Wrap-Up Materials T230
Theme Wrap-Up and Review • Monitor Progress

Theme: Jobs People Do

Theme Planner Materials T233
Theme Opener • Theme Resources • Leveled Resources • Digital Classroom • Monitor Progress • Planning for Reading Success
Theme at a Glance • Theme Project • About the Authors and Illustrators • Recommended Reading

Lesson 22 ..... T246

BIG BOOK: **Everybody Works**
LIBRARY BOOK: **Zara's Hats**
DECODABLE BOOK 13: A Big Mess
DECODABLE BOOK 14: Van in a Jam

Lesson 23 ..... T324

BIG BOOK: **My Teacher Can Teach...Anyone!**
LIBRARY BOOK: **Bravo, Maurice!**
DECODABLE BOOK 15: The Bad Leg
DECODABLE BOOK 16: Get the Bell

Lesson 24 ..... T402

BIG BOOK: **My Teacher Can Teach...Anyone!**
LIBRARY BOOK: **Zara's Hats**
LIBRARY BOOK: **Bravo, Maurice!**
DECODABLE BOOK 17: Mom Can Go
DECODABLE BOOK 18: Zip the Bag

Theme Writing — Reading-Writing Connection T462
Shared Writing: Story

Theme Wrap-Up Materials T470
Theme Wrap-Up and Review • Monitor Progress

Reference Materials

Small-Group Instruction

- **Lesson 19**
  Phonemic Awareness / S2
  Phonics / S3
  High-Frequency Words / S4
  Comprehension / S5
  Robust Vocabulary / S6
- **Lesson 20**
  Phonemic Awareness / S8
  Phonics / S9
  High-Frequency Words / S10
  Comprehension / S11
  Robust Vocabulary / S12
- **Lesson 21**
  Phonemic Awareness / S14
  Phonics / S15
  High-Frequency Words / S16
  Comprehension / S17
  Robust Vocabulary / S18
- **Lesson 22**
  Phonemic Awareness / S20
  Phonics / S21
  High-Frequency Words / S22
  Comprehension / S23
  Robust Vocabulary / S24
- **Lesson 23**
  Phonemic Awareness / S26
  Phonics / S27
  High-Frequency Words / S28
  Comprehension / S29
  Robust Vocabulary / S30
- **Lesson 24**
  Phonemic Awareness / S32
  Phonics / S33
  High-Frequency Words / S34
  Comprehension / S35
  Robust Vocabulary / S36

Assessment

- **Overview**
- **Prescriptions**
  - Theme 7 / A2
  - Theme 8 / A3

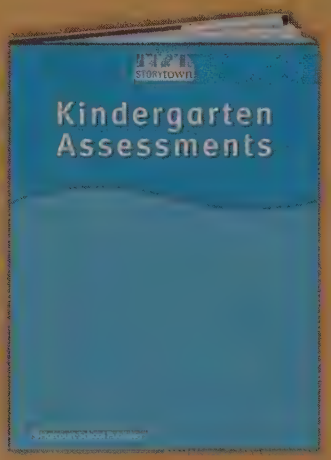
Additional Resources

- Correlating Your Themes / R2
- Word Lists / R3
- Phonics Sequence and High-Frequency Words / R5
- Handwriting Instruction and Models / R8
- Professional Bibliography / R14
- Program Reviewers & Advisors / R16
- Scope and Sequence / R18
- Index / R26
- Acknowledgments / R59

Data-Driven Instruction

1 ASSESS

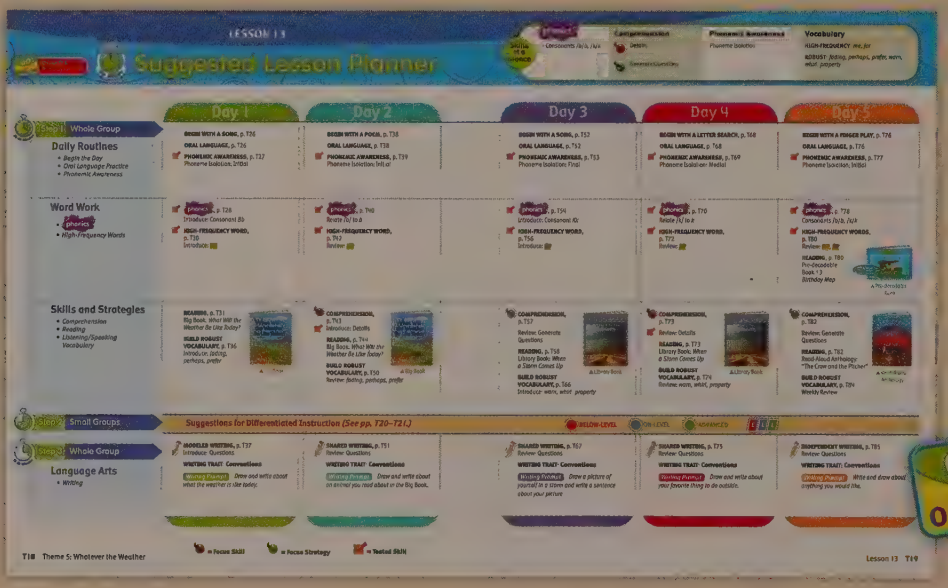
Use assessments to track student progress.



▲ Kindergarten Assessments

2 TEACH

Provide instruction in key areas of reading.



◀ Suggested Lesson Planner

3 DIFFERENTIATE INSTRUCTION

Use daily Monitor Progress notes to inform instruction.

MONITOR PROGRESS

High-Frequency Words

IF	THEN
children have difficulty reading the high-frequency word *look*,	display word card *look*. Have children read the word. Model looking at the word through open fists, like binoculars.

Small-Group Instruction, p. S4:

- **BELOW-LEVEL: Reteach**
- **ON-LEVEL: Reinforce**
- **ADVANCED: Extend**

▲ **Suggested Small-Group Planner**

4 ASSESS, REMEDIATE, AND EXTEND

Use assessment results to remediate instruction.

▲ **Strategic Intervention Resource Kit**

▲ **Challenge Resource Kit**

INTENSIVE INTERVENTION PROGRAM

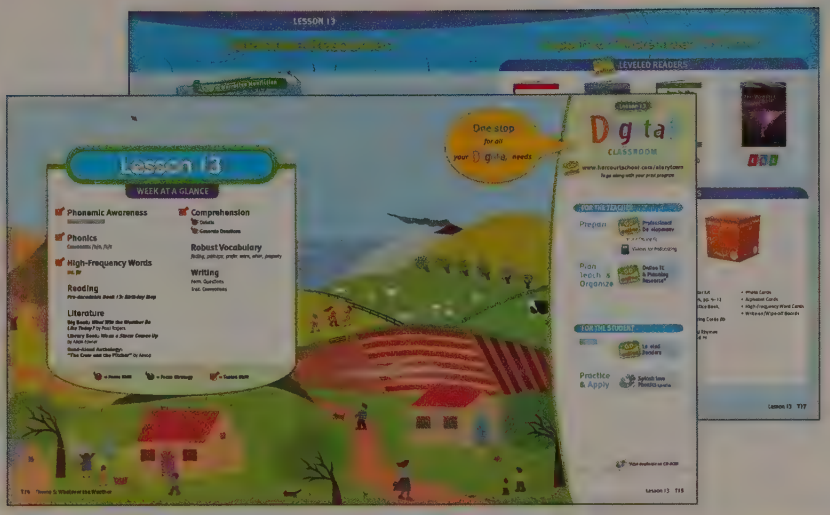
▲ **Intervention Station, Primary**

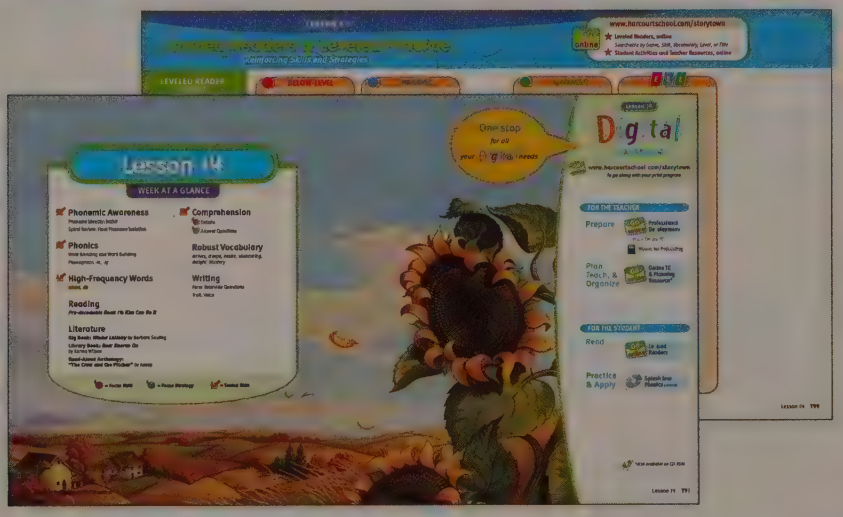
- Phonemic Awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency

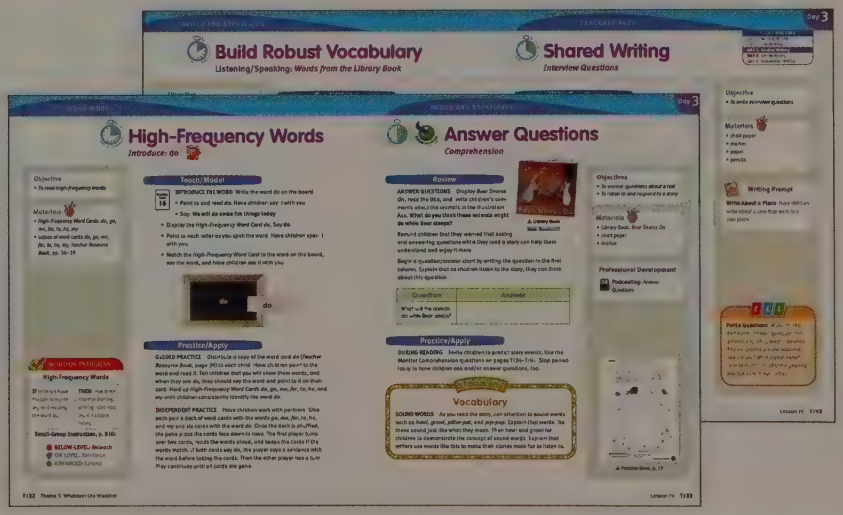
Overview of a Theme

CORE LESSONS

- Explicit, Systematic Instruction
- Spiraled Review of Key Skills
- Abundant Practice and Application
- Point-of-Use Progress Monitoring
- Support for *Leveled Readers*
- Digital Support for Teachers and Students



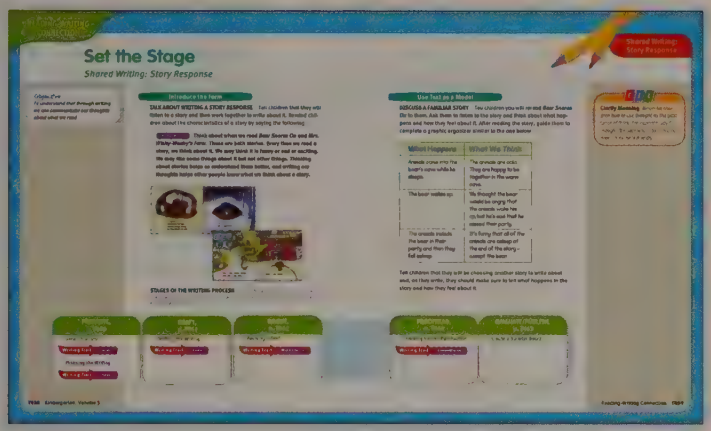




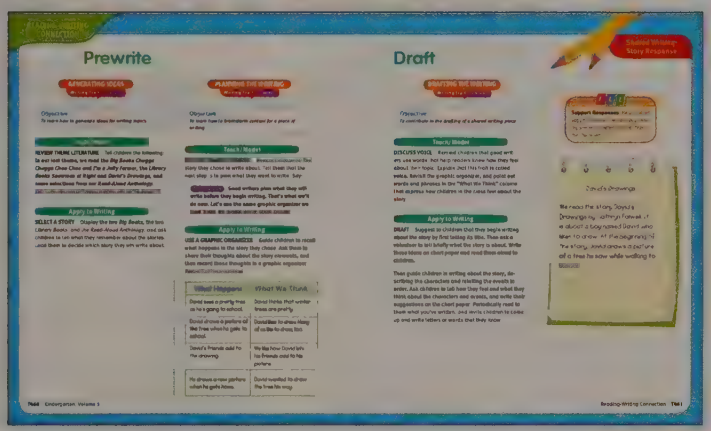
Cross-Curricular Project for Every Theme

READING-WRITING CONNECTION

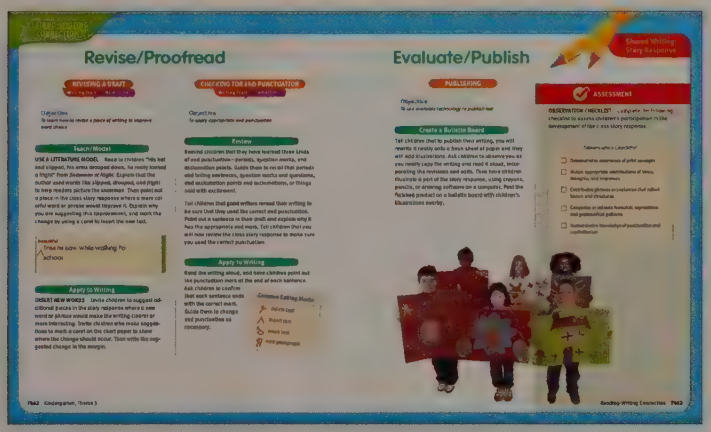
- **Reading-Writing Connection and Instruction in the Teacher Edition**



- **Focus on the Traits of Good Writing**
  - Organization
  - Ideas
  - Sentence Fluency
  - Word Choice
  - Voice
  - Conventions



- **Develop Writing Forms Through the Writing Process**
  - News (Shared Writing)
  - Poems (Shared Writing)
  - Story Response (Shared Writing)
  - Story (Shared Writing)
  - Personal Narrative (Independent Writing)

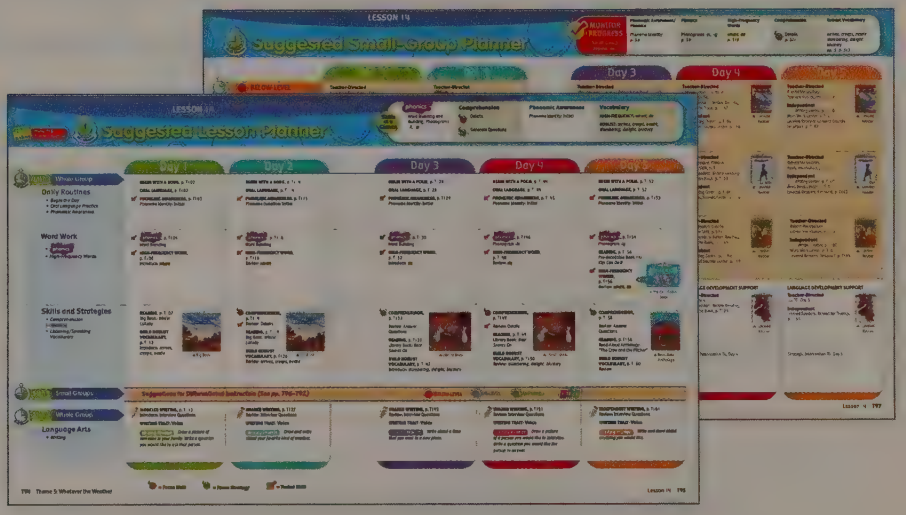


Overview of a Lesson

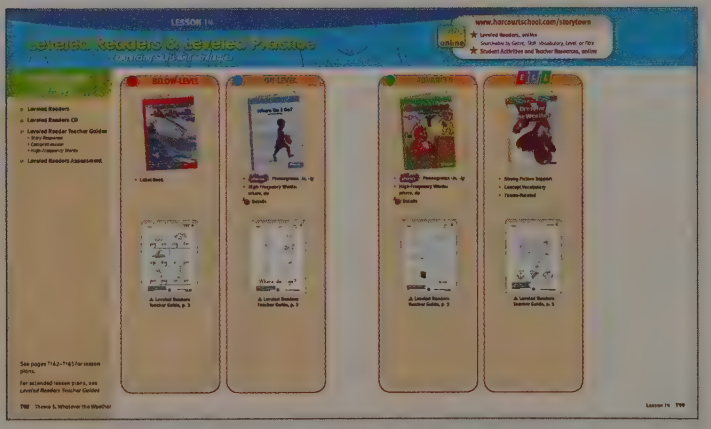
PLANNING THE LESSON

- **Lesson Resources**

- **Suggested Lesson Planner**
- **Suggested Small-Group Planner**



- **Leveled Readers and Leveled Practice**



ROUTINES

- Begin-the-Day Activities
- Oral Language

PHONEMIC AWARENESS

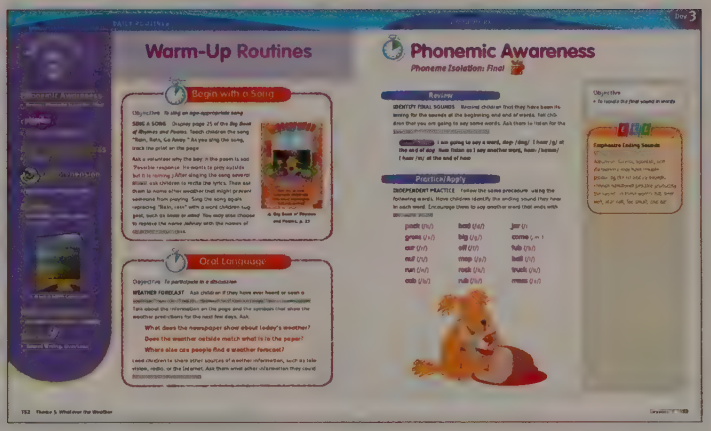
- Teach/Model
- Practice/Apply
- Spiral Review

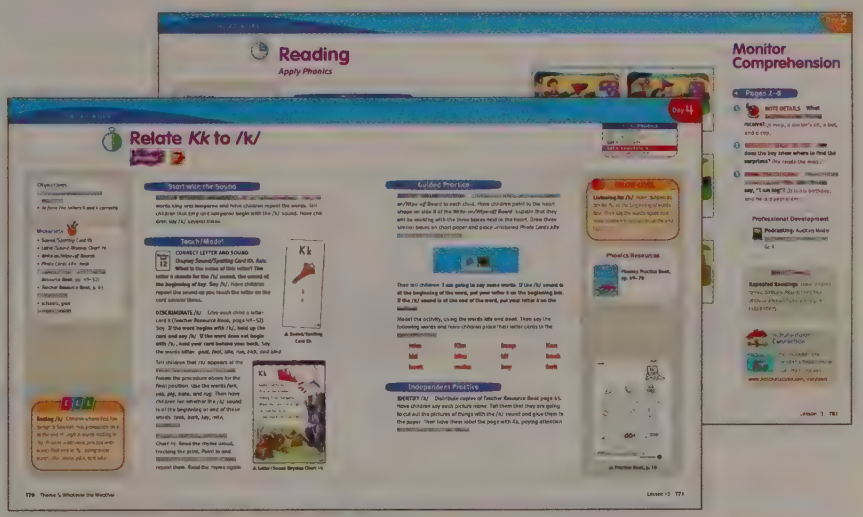
PHONICS

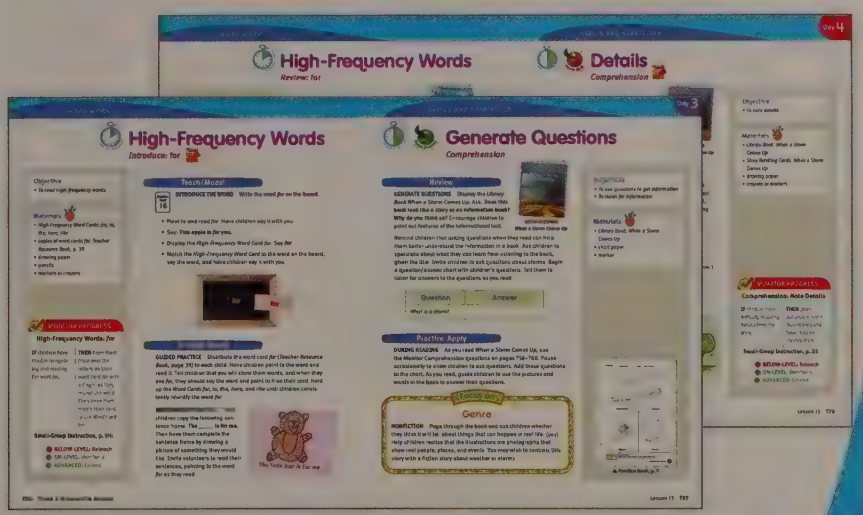
- Introduce Uppercase and Lowercase Letters
- Connect Letter and Sound
- Word Blending
- Word Building
- Reading Decodable Text

HIGH-FREQUENCY WORDS

- New words and periodic review
- Instructional Routines
- Spiral Review



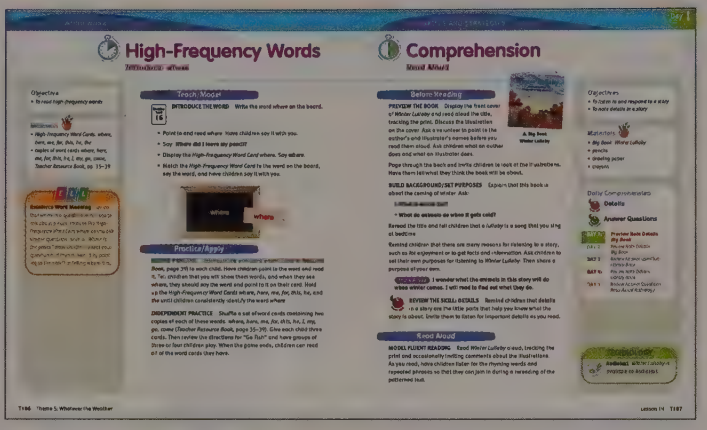




Overview of a Lesson (continued)

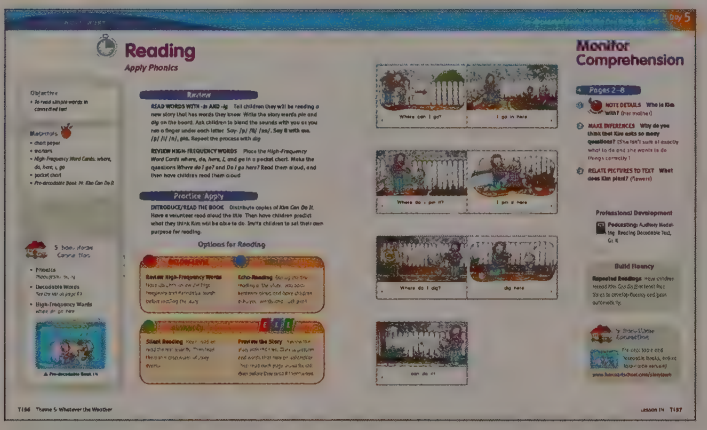
READING

- Big Books
- Library Books
- Read-Aloud Anthology
- Pre-decodable and Decodable Books



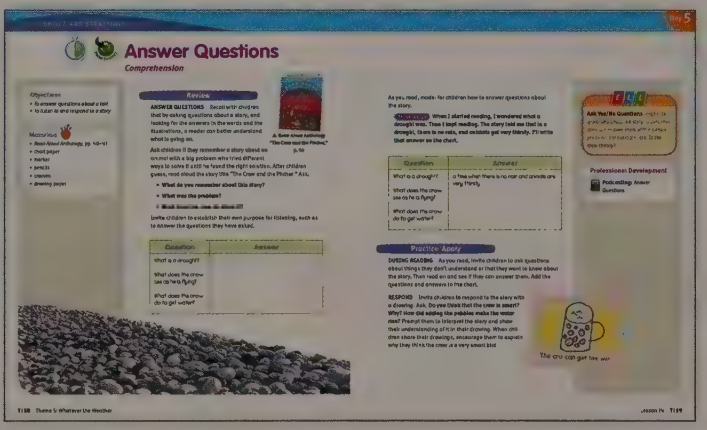
FLUENCY

- Repeated Readings



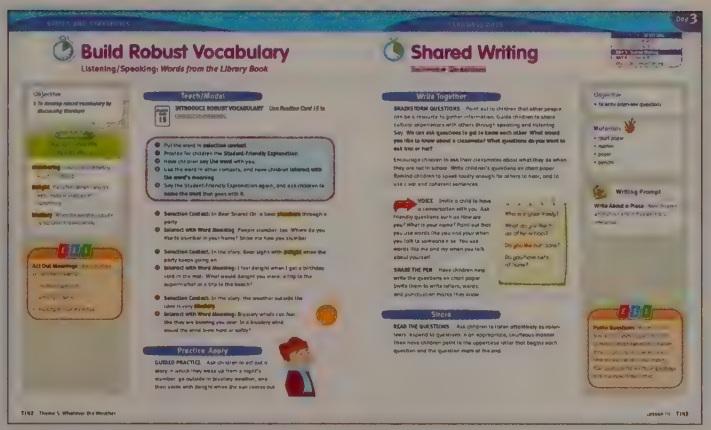
COMPREHENSION

- Focus Skills
- Focus Strategies
- Listening Comprehension



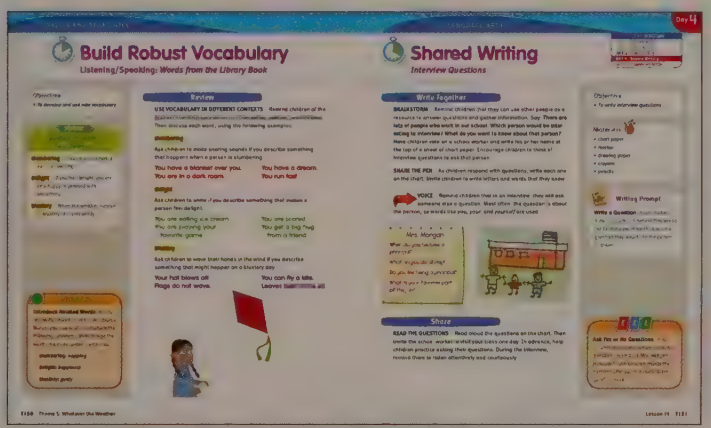
ROBUST VOCABULARY

- **Listening/Speaking Vocabulary**
  - Tier Two Words
- **Instructional Routines**
- **Student-Friendly Explanations**



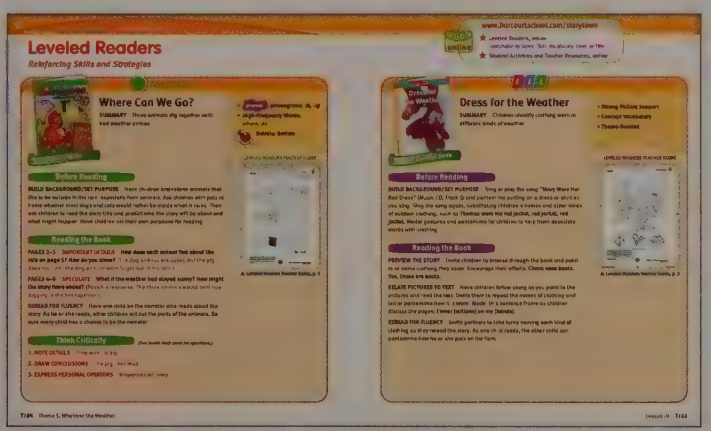
LANGUAGE ARTS

- **Writing**



LEVELED READERS

- **Reinforce Skills and Strategies**
- **Review High-Frequency Words**
- **Review Phonic Elements**
- **Build Background and Concept Vocabulary**



Teacher's Notes

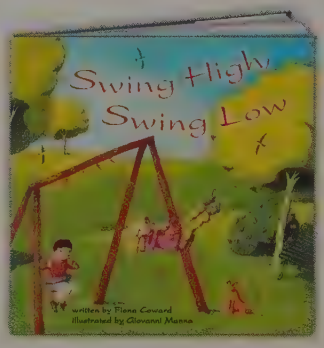
THEME 7

In the Neighborhood

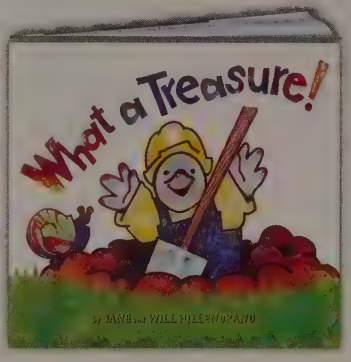
Theme Resources

LITERATURE SELECTIONS

BIG BOOKS *(Available on Audiotext)*



▲ **Swing High, Swing Low**
by Fiona Coward

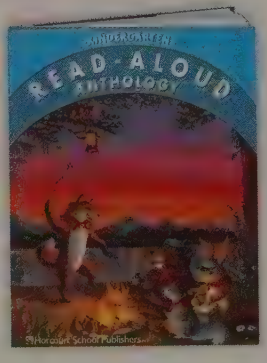


▲ **What a Treasure!**
by Jane Hillenbrand

LIBRARY BOOKS

▲ **The Most Perfect Spot**
by Diane Goode

▲ **Pet Show!**
by Ezra Jack Keats



◀ **Read-Aloud Anthology**

- "The Town Mouse and the Country Mouse" retold by Lorinda Bryan Cauley
- "The Snug Little House" by Eils Moorhouse Lewis

◀ **Big Book of Rhymes and Poems**

- "Flying Man"
- "The Folk Who Live in Backward Town"
- "The City"
- "Here We Go 'Round the Mulberry Bush"

GO online
www.harcourtschool.com/storytown

DECODABLE BOOKS

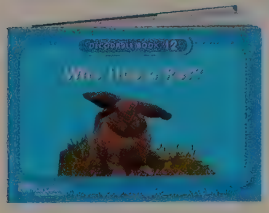
Decodable Book 7,
Fix It Up

Decodable Book 8,
Will Ron Fix His Rig?

Decodable Book 9,
If You Want a Pet

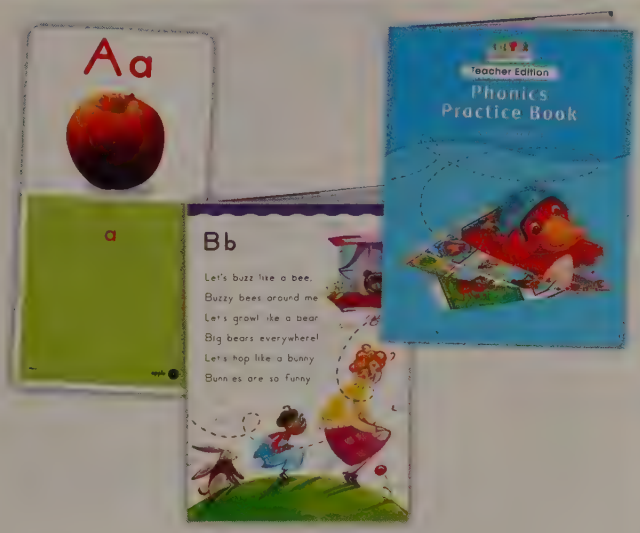
Decodable Book 10,
Get Wet

Decodable Book 11,
Who Is It?



Decodable Book 12,
Who Has a Pet?

ADDITIONAL RESOURCES



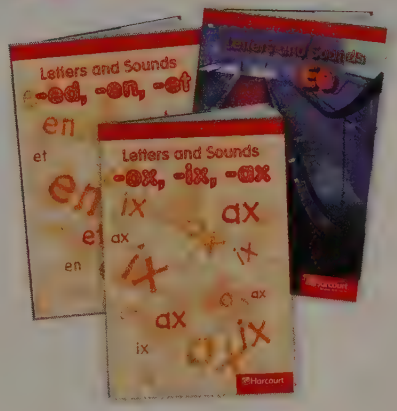
- Photo Cards
- Music CD
- Sound/Spelling Cards
- Write-on/Wipe-off Boards
- Practice Book: Theme 7
- Teacher Resource Book
- Letter/Sound Rhymes Chart
- Instructional Routine Cards
- Writer's Companion Teacher Edition
- Phonics Practice Book
- Literacy Center Kit

PROFESSIONAL DEVELOPMENT

- Professional Development Book
- Videos for Podcasting

Leveled Resources

BELOW-LEVEL



- Label Books
- Phonics

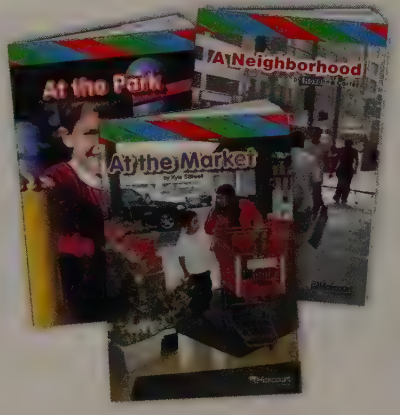
ON-LEVEL

- Phonics
- High-Frequency Words
- Focus Skills

ADVANCED

- Phonics
- High-Frequency Words
- Focus Skills

ELL



- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Teaching suggestions for Leveled Readers can be found on pages T88–T91, T166–T169, T226–T229.

Leveled Readers System

- Leveled Readers
- Leveled Readers CD
- Leveled Readers Teacher Guides
  - Story Response
- Leveled Readers Assessment

TECHNOLOGY

Go online www.harcourtschool.com/storytown

- ✓ Leveled Readers, *online*
  Searchable by Genre, Skill, Vocabulary, Level, or Title
- ✓ Student Activities and Teacher Resources, *online*

Strategic Intervention Resource Kit

- Phoneme Phone
- Word Builder and Word Builder Cards
- Strategic Intervention Photo Cards
- Strategic Intervention Sound/Spelling Cards
- Sounds of Letters CD
- Strategic Intervention Teacher Guide
- Strategic Intervention Practice Book
- Strategic Intervention Practice Book Teacher Edition
- Strategic Intervention Teacher Resource Book
- Write-on/Wipe-off Boards with Phonemic Awareness Disks
- Strategic Intervention Assessment Book

ELL Extra Support Kit

- ELL Teacher Guide
- ELL Big Book
- Picture Card Collection CD-ROM
- ELL Copying Masters

Challenge Resource Kit

- Challenge Teacher Guide
- Challenge Book Packs
- Challenge Student Activities

INTENSIVE INTERVENTION PROGRAM

Intervention Station, Primary

GRADES K–3 Sets of intervention material providing targeted instruction in:

- Phonemic Awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency

Digital Classroom

to go along with your Print Program

GO online www.harcourtschool.com/storytown

FOR THE TEACHER

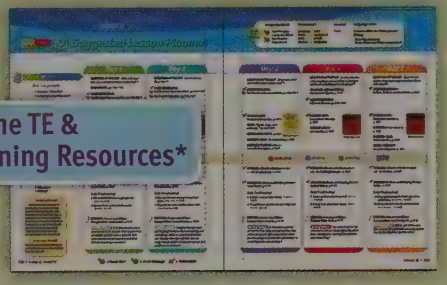
Prepare

GO online Professional Development in the Online TE

PROFESSIONAL DEVELOPMENT

Videos for Podcasting

Plan & Organize



GO online Online TE & Planning Resources*

FOR THE STUDENT

Read

GO online Pre-decodable/ Decodable Books

GO online Leveled Readers

- BELOW-LEVEL
- ON-LEVEL
- ADVANCED

E L L

Practice & Apply

Splash into Phonics CD-ROM

*also on CD-ROM

Monitor Progress

Plan Ahead

to inform instruction for Theme 7

MONITOR PROGRESS

Looking Back to Theme 4

IF performance was	THEN, in addition to core instruction, use these resources:
BELOW-LEVEL Reteach	• Below-Level Leveled Readers • Leveled Readers System • Strategic Intervention Resource Kit • Intervention Station, Primary
ON-LEVEL Reinforce	• On-Level Leveled Readers • Leveled Readers System • Practice Book, Theme 7
ADVANCED Extend	• Advanced Leveled Readers • Leveled Readers System • Challenge Student Activities • Challenge Resource Kit

THEME 7 TESTED SKILLS

Domain	Skills
PHONEMIC AWARENESS	• Phoneme Categorization: Medial • Phoneme Isolation, Identity, Categorization • Phoneme Blending
PHONICS	• Short Vowel /e/*e*
COMPREHENSION	• Setting
HIGH-FREQUENCY WORDS	• *up, down, we, want, out, who*

Kindergarten Assessments

✓ Theme 7 Test

Planning for Reading Success

Tested Skill	Teach/Model	Monitor Progress	Additional Support
DIBELS **PHONEMIC AWARENESS**			
• Phoneme Categorization: Medial	Lesson 19, p. T27	Lesson 19, p. T27	Small-Group Instruction, p. S2
• Review Phoneme Isolation, Identity, Categorization	Lesson 20, p. T105	Lesson 20, p. T105	Small-Group Instruction, p. S8
• Phoneme Blending	Lesson 21, p. T183	Lesson 21, p. T183	Small-Group Instruction, p. S14
DIBELS **PHONICS**			
• Short Vowel /e/*e*	Lesson 20, p. T118	Lesson 20, p. T119; Lesson 21, p. T193	Small-Group Instruction, p. S9, S15
HIGH-FREQUENCY WORDS	Lessons 19–21, pp. T30, T56, T108, T134, T186, T202	Lessons 19–21, pp. T56, T134, T202	Small-Group Instruction, pp. S4, S10, S16
COMPREHENSION			
Reality/Fantasy	Lesson 19, p. T43	Lesson 19, p. T75; Lesson 20, p. T153	Small-Group Instruction, pp. S5, S11
Setting	Lesson 16, p. T269	Lesson 21, p. T213	Small-Group Instruction, p. S17

= Focus Skill

Review	Assess
Lesson 19, pp. T39, T53, T69, T79	Theme 7 Test
Lesson 20, pp. T117, T131, T147, T157	Theme 7 Test
Lesson 21, pp. T191, T199, T207, T217	Theme 7 Test
Lesson 20, pp. T132, T148, T158; Lesson 21, pp. T184, T192, T200, T208, T218	Theme 7 Test
Lessons 19–21, pp. T42, T72, T82, T108, T150, T160, T194, T210, T220	Theme 7 Test
Lesson 19, p. T74; Lesson 20, pp. T121, T152	Theme 10 Test
Lesson 21, pp. T187, T195, T212	Theme 7 Test

Test Prep

TEST PREP MINUTES

For early finishers, the beginning of class, or anytime:

- Have children draw and write about things that they like about their neighborhood.
- Have children draw a picture of something real in their neighborhood on one side of a sheet of paper and something from a make-believe neighborhood on the other side of the paper.
- Have children draw and write about things they would like to have in their neighborhood.

Theme at a Glance

	LESSON 19 pp. T14–T91	LESSON 20 pp. T92–T169	LESSON 21 pp. T170–T229
• Phonemic Awareness	**PHONEME CATEGORIZATION**	**PHONEME ISOLATION, IDENTITY, CATEGORIZATION**	**PHONEME BLENDING**
• Phonics	**WORD BUILDING**	**SHORT VOWEL** /e/*e*	**WORD BUILDING**
• Reading	Reality/Fantasy	Reality/Fantasy	Setting
Comprehension	Summarize	Use Story Structure	Monitor Comprehension: Reread
• High-Frequency Words	**HIGH-FREQUENCY WORDS** *up, down*	**HIGH-FREQUENCY WORDS** *we, want*	**HIGH-FREQUENCY WORDS** *out, who*
• Robust Vocabulary	**ROBUST VOCABULARY** *contrast, meander, tidy, famished, modify, unfortunate*	**ROBUST VOCABULARY** *treasure, sturdy, worth, compliment, confer, mingle*	**ROBUST VOCABULARY** Review
Theme Writing — Reading-Writing Connection			Story, pp. T462–T469
• Writing	**WRITING FORM:** Description of a Person **WRITING TRAIT:** Word Choice	**WRITING FORM:** Description of a Thing **WRITING TRAIT:** Word Choice	**WRITING FORM:** Description of a Place **WRITING TRAIT:** Word Choice

THEME 7
Theme Project: Model Town

= Focus Skill = Focus Strategy = Tested Skill

Theme Project

Model Town

Introduce

Tell children that in this theme they are going be reading and talking about neighborhoods where people live. Explain that you are going to work together to make a model of your town. Draw a simple layout of your town's streets on mural paper and attach it to a tabletop. Then tell children they are going to add buildings and other structures. Have children suggest ideas for the model and list them on chart paper. Then have children use the materials to build the town model.

Prepare

- Have children use empty milk cartons and boxes to make buildings for the town. Children can paint the boxes. Ask children to label the buildings with their names.
- Cut out street and traffic sign shapes from construction paper. Show children how to tape the signs to craft sticks and anchor them in clay. Remind children to begin street names with uppercase letters.
- Encourage children to make signs to identify the town's buildings.
- Children can add figures and vehicles to the town.

Share

Set up and display the model town in your classroom. Encourage children to play with it with a friend or in small groups. Suggest they make up stories and act them out with the figures and vehicles.

Materials

- mural paper
- crayons and markers
- chart paper
- construction paper
- scissors
- clay
- craft sticks
- tape
- plastic people and animals
- small toy vehicles
- empty school milk cartons
- paints

See **Project Ideas from The Bag Ladies,** page 9.

School-Home Connection

Ask family members to help their children name various neighborhood buildings and businesses. Have family members work with children to draw a picture of a business or write a list of places in the neighborhood that the family enjoys patronizing or visiting.

Visit the Learning Site! at www.harcourtschool.com/storytown

About the Authors and Illustrators

Fiona Coward

Author of *Swing High, Swing Low*

Fiona Coward is a talented author who loves incorporating rhyme and word play into her stories. She lives with her husband, two daughters, and three guinea pigs in York, England.

Giovanni Manna

Illustrator of *Swing High, Swing Low*

Giovanni Manna is an award-winning artist who has illustrated more than twelve picture books. Manna enjoys working in watercolor and ink and also engraving. He lives in Italy with his wife and daughter.

Diane Goode

Author/Illustrator of *The Most Perfect Spot*

Diane Goode has been passionate about art and books since she was a child. The award-winning author-illustrator spent her childhood summers visiting relatives in Europe and touring the famous museums there. Today, she still enjoys traveling, and she also likes cooking.

Jane Hillenbrand

Author of *What a Treasure!*

Jane Hillenbrand collaborated with her husband, author and illustrator Will Hillenbrand, in the creation of their picture book *What a Treasure!* She, her husband, and their son make their home in Ohio.

Will Hillenbrand

Illustrator of *What a Treasure!*

Will Hillenbrand spent his childhood capturing stories with his drawings. After taking a class in picture book art, he fell in love with creating children's literature. He is now a full-time author-illustrator, living with his family in Ohio.

Ezra Jack Keats

Author/Illustrator of *Pet Show!*

Ezra Jack Keats is an award-winning author and illustrator of numerous children's books. He was born in Brooklyn, New York, to Polish immigrants. Keats's preferred medium was collage, and he used it to illustrate *The Snowy Day*, for which he won the 1963 Caldecott Medal. Keats died in 1983, but his books remain popular with children.

Recommended Reading

Below are suggestions for reading materials that will meet kindergarten children's diverse needs. Books that are on a child's level provide support for new skills. Advanced books give children an opportunity to stretch and challenge their reading potential. Read-aloud books are important because they expose children to story language and vocabulary.

BELOW-LEVEL

- **Johnson, Stephen T. *Alphabet City.* Puffin, 1999.** Paintings of objects in an urban setting present the letters of the alphabet. *Caldecott Honor; ALA Notable Book;* New York Times *Best Illustrated Book.*

ON-LEVEL

- **Blackstone, Stella. *Bear at Home.* Barefoot, 2004.** Bear takes children on a guided tour of his home—through the kitchen, dining room, playroom, living room, hallway, library, bathroom, and bedroom.
- **Rotner, Shelley and Kreisler, *Ken. Citybook.* Scholastic, 1998.** Rhyming text and photographs celebrate the sights and people of the city. *Award-Winning Author.*
- **Saunders-Smith, Gail. *Communities.* Capstone, 1998.** Describes various kinds of workers in a community and explains the services that each occupation provides.

ADVANCED

- **Cipriano, Jeri. *At the Park.* Yellow Umbrella, 2004.** Simple text and photographs present the many different things people can do in parks.
- **Ellis, Sarah. *Next Stop!* Fitzhenry & Whiteshead, 2000.** Take a bus ride with Claire, who sees all kinds of people and places found within a bustling community. *Award-Winning Author.*
- **Trumbauer, Lisa. *Living in a Suburb.* Pebble, 2005.** Simple text and photographs describe life in suburbs.

READ ALOUD

- **Cordsen, Carol Foskett. *The Milkman.* Dutton, 2005.** In the early, early morning, the milkman makes his rounds, helping his neighbors in a variety of ways.
- **Howard, Arthur. *The Hubbub Above.* Harcourt, 2005.** Sydney's new elephant neighbors make a lot of noise upstairs, but she does not mind as much after she is invited to their parties. *Award-Winning Author.*
- **Pollak, Barbara. *Our Community Garden.* Beyond Words, 2004.** A diverse group of people in San Francisco shares the work and fun of a community garden.
- **Ringgold, Faith. *Cassie's Word Quilt.* Dragonfly, 2004.** Names the people and objects that make a girl's New York City apartment, school, and neighborhood special. *Award-Winning Author.*
- **Soentpiet, Chris K. *Around Town.* HarperCollins, 1994.** Filled with excitement and wonder, the city has many fun adventures to offer on a summer day.

Lesson 19

WEEK AT A GLANCE

Phonemic Awareness
Phoneme Categorization: Medial

Phonics
Word Building

Phonograms *-ox, -ix*

High-Frequency Words
up, down

Reading
Decodable Book 7: Fix It Up

Decodable Book 8: Will Ron Fix His Rig?

Literature
Big Book: *Swing High, Swing Low*
by Fiona Coward

Library Book: *The Most Perfect Spot*
by Diane Goode

Read-Aloud Anthology: "The Town Mouse and the Country Mouse" retold and illustrated by Lorinda Bryan Cauley

Comprehension
- Reality/Fantasy
- Summarize

Robust Vocabulary
contrast, meander, tidy, famished, modify, unfortunate

Writing
Form: Description of a Person

Trait: Word Choice

= Focus Skill = Focus Strategy = Tested Skill

Lesson 19

Digital CLASSROOM

GO online **www.harcourtschool.com/storytown**

To go along with your print program

FOR THE TEACHER

Prepare

- GO online **Professional Development** *in the Online TE*
- **Videos for Podcasting**

Plan & Organize

- GO online **Online TE & Planning Resources***

FOR THE STUDENT

Read

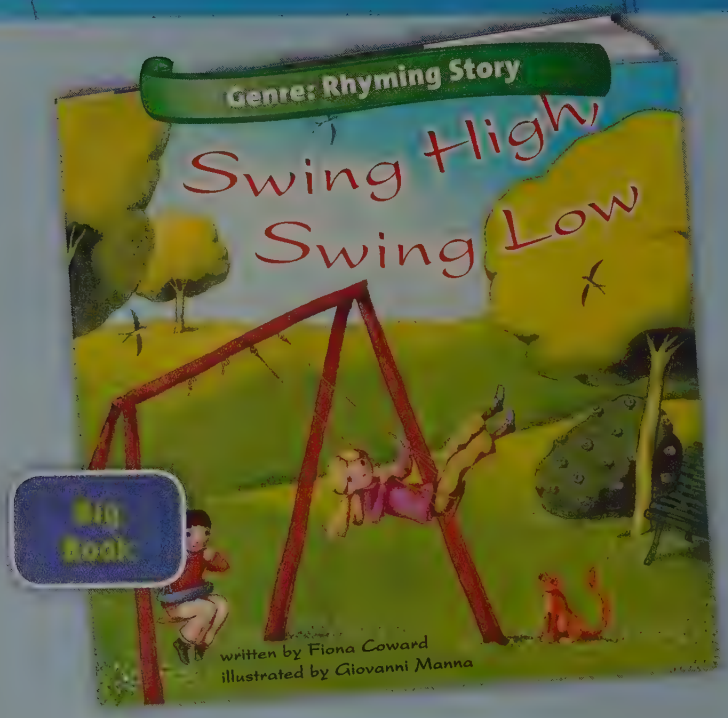
- GO online **Leveled Readers**

Practice & Apply

- **Splash into Phonics** CD-ROM

**Also available on CD-ROM*

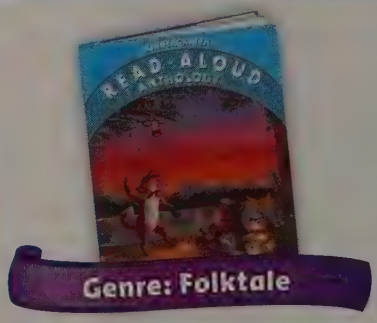
Literature Resources



Audiotext *Big Book selections are available on Audiotext.*

ADDITIONAL READING

Decodable Books
Fix It Up
Will Ron Fix His Rig?

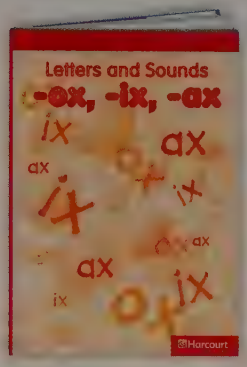


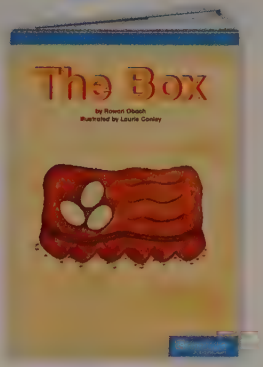
Read-Aloud Anthology
"The Town Mouse and the Country Mouse," pp. 54–57

Big Book of Rhymes and Poems
"The Folk Who Live in Backward Town," p. 38
"Flying Man," p. 40

Support for Differentiated Instruction

GO online LEVELED READERS





● BELOW-LEVEL ● ON-LEVEL ● ADVANCED E L L

ADDITIONAL RESOURCES

◀ Strategic Intervention Resource Kit, Lesson 19

E L L

◀ ELL Extra Support Kit, Lesson 19

◀ Challenge Resource Kit, Lesson 19

Get a chart. Write titles in each box like this.
Listen to What Do You Do?
Fill in the chart as you listen to the story.
Fill in the chart with what you do. Use your chart to discuss the story with a partner.
mop
hop
Listening/Speaking

- Literacy Center Kit
- Practice Book, pp. 4–10
- Photo Cards
- Alphabet Cards
- High-Frequency Word Cards
- Word Builders and Word Builder Cards
- Write-on/Wipe-off Boards

LESSON 19

GO online Online TE & Planning Resources

90+ Minutes

Suggested Lesson Planner

	Day 1	Day 2
Step 1 Whole Group (20-60+ Minutes)		
Daily Routines • *Begin the Day* • *Oral Language Practice* • *Phonemic Awareness*	**BEGIN WITH A RHYME**, p. T26 **ORAL LANGUAGE**, p. T26 **PHONEMIC AWARENESS**, p. T27 Phoneme Categorization: Medial	**BEGIN WITH A POEM**, p. T38 **ORAL LANGUAGE**, p. T38 **PHONEMIC AWARENESS**, p. T39 Phoneme Categorization: Medial
Word Work • phonics • *High-Frequency Words*	phonics, p. T28 Word Blending **HIGH-FREQUENCY WORDS**, p. T30 Introduce: *up*	phonics, p. T40 Word Building **HIGH-FREQUENCY WORDS**, p. T42 Review: *up*
Skills and Strategies • *Comprehension* • *Reading* • *Listening/Speaking Vocabulary*	**COMPREHENSION**, p. T31 Preview: Reality/Fantasy **READING**, p. T31 Big Book: *Swing High, Swing Low* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T36 Introduce: *contrast, meander, tidy*	**COMPREHENSION**, p. T43 Introduce: Reality/Fantasy **READING**, p. T43 Big Book: *Swing High, Swing Low* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T50 Review: *contrast, meander, tidy*
Step 2 Small Groups (45+ Minutes)	**Suggestions for Differentiated Instruction** *(See pp. T20–T21.)*	
Step 3 Whole Group (15-20+ Minutes) **Language Arts** • *Writing*	**MODELED WRITING**, p. T37 Introduce: Description of a Person **WRITING TRAIT: Word Choice** Writing Prompt *Draw and write about a person you know.*	**SHARED WRITING**, p. T51 Review: Description of a Person **WRITING TRAIT: Word Choice** Writing Prompt *Write a sentence that tells about a classmate. You can draw a picture to go with your sentence.*

= Focus Skill = Focus Strategy = Tested Skill

Skills at a Glance

phonics
- Word Building
  Phonograms *-ox, -ix*

Comprehension
- Reality/Fantasy
- Summarize

Phonemic Awareness
Phoneme Categorization: Medial

Vocabulary
HIGH-FREQUENCY: *up, down*

ROBUST: *contrast, meander, tidy, famished, modify, unfortunate*

Day 3

BEGIN WITH A SONG, p. T52

ORAL LANGUAGE, p. T52

PHONEMIC AWARENESS, p. T53
Phoneme Categorization: Medial

phonics, p. T54
Word Building

HIGH-FREQUENCY WORDS, p. T56
Introduce: *down*

COMPREHENSION, p. T57

Review: Summarize

READING, p. T57
Library Book: The Most Perfect Spot

▲Library Book

BUILD ROBUST VOCABULARY, p. T66
Introduce: *famished, modify, unfortunate*

Day 4

BEGIN WITH A SONG, p. T68

ORAL LANGUAGE, p. T68

PHONEMIC AWARENESS, p. T69
Phoneme Categorization: Medial

phonics, p. T70
Phonogram *-ox*

HIGH-FREQUENCY WORDS, p. T72
Review: *up, down*

READING, p. T72
Decodable Book 7: *Fix It Up*

▲Decodable Book 7

COMPREHENSION, p. T74

Review: Reality/Fantasy

READING, p. T74
Library Book: The Most Perfect Spot

▲Library Book

BUILD ROBUST VOCABULARY, p. T76
Review: *famished, modify, unfortunate*

Day 5

BEGIN WITH A POEM, p. T78

ORAL LANGUAGE, p. T78

PHONEMIC AWARENESS, p. T79
Phoneme Categorization: Medial

phonics, p. T80
Phonogram *-ix*

HIGH-FREQUENCY WORDS, p. T82
Review: *up, down*

READING, p. T82
Decodable Book 8: *Will Ron Fix His Rig?*

▲Decodable Book 8

COMPREHENSION, p. T84
Review: Summarize

READING, p. T84
Read-Aloud Anthology: "The Town Mouse and the Country Mouse"

▲Read-Aloud Anthology

BUILD ROBUST VOCABULARY, p. T86
Review: *contrast, meander, tidy, famished, modify, unfortunate*

BELOW-LEVEL ON-LEVEL ADVANCED ELL

SHARED WRITING, p. T67
Review: Description of a Person

WRITING TRAIT: Word Choice

Writing Prompt *Draw and write about what you would like to do during a day at the park.*

INDEPENDENT WRITING, p. T77
Review: Description of a Person

WRITING TRAIT: Word Choice

Writing Prompt *Draw and write about your neighborhood.*

INDEPENDENT WRITING, p. T87
Review: Description of a Person

WRITING TRAIT: Word Choice

Writing Prompt *Write and draw about anything you would like.*

Suggested Small-Group Planner

45-60+ Minutes

	Day 1	Day 2
BELOW-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reteach Medial Phoneme Categorization, p. S2 **Independent** Listening/Speaking Center, p. T24	**Teacher-Directed** phonics Reteach Word Building, p. S3 **Independent** Writing Center, p. T25
ON-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reinforce Medial Phoneme Categorization, p. S2 **Independent** Reading Center, p. T24	**Teacher-Directed** phonics Reinforce Word Building, p. S3 **Independent** Letters and Sounds Center, p. T25
ADVANCED (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Extend Medial Phoneme Categorization, p. S2 **Independent** Writing Center, p. T25	**Teacher-Directed** phonics Extend Word Building, p. S3 **Independent** Word Work Center, p. T25
ELL (15-20+ Minutes) **English-Language Learners** *In addition to the small-group instructions above, use the ELL Extra Support Kit to promote language development.*	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 1	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 2
Intervention ▲ Strategic Intervention Resource Kit	Strategic Intervention TG, pp. 218–219 Strategic Intervention Practice Book, p. 93	Strategic Intervention TG, pp. 220–221 Strategic Intervention Practice Book, p. 94

= Literacy Center Cards

MONITOR PROGRESS

Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Robust Vocabulary
Phoneme Categorization: Medial *p. S2*	Word Building *p. S3*	*up, down* *p. S4*	Reality/Fantasy *p. S5*	*contrast, meander, tidy, famished, modify, unfortunate* *pp. S6–S7*

Day 3

Teacher-Directed
High-Frequency Words: Reteach, p. S4

Independent
Letters and Sounds Center, p. T25

Teacher-Directed
High-Frequency Words: Reinforce, p. S4

Independent
Word Work Center, p. T25

Teacher-Directed
High-Frequency Words: Extend, p. S4

Independent
Listening/Speaking Center, p. T24

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 3

Strategic Intervention TG, pp. 222–225
Strategic Intervention Practice Book, p. 95

Day 4

Teacher-Directed
Comprehension: Reality/Fantasy
Reteach the Skill, p. S5
Leveled Readers: Before Reading/Reading the Book, p. T88

Independent
Word Work Center, p. T25

▲ Leveled Reader

Teacher-Directed
Comprehension: Reality/Fantasy
Reinforce the Skill, p. S5
Leveled Readers: Before Reading/Reading the Book, p. T89

Independent
Writing Center, p. T25

▲ Leveled Reader

Teacher-Directed
Comprehension: Reality/Fantasy
Extend the Skill, p. S5
Leveled Readers: Before Reading/Reading the Book, p. T90

Independent
Letters and Sounds Center, p. T25

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 4
Leveled Readers: Before Reading/Reading the Book, p. T91

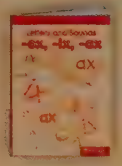
▲ Leveled Reader

Strategic Intervention TG, pp. 226–227
Strategic Intervention Practice Book, p. 96

Day 5

Teacher-Directed
Robust Vocabulary:
Reteach Vocabulary, p. S6

Independent
Reading Center, p. T24
Leveled Readers: Connect Sounds to Letters, p. T88


▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Reinforce Vocabulary, p. S7

Independent
Letters and Sounds Center, p. T25
Leveled Readers: Respond, p. T89

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Extend Vocabulary, p. S7

Independent
Reading Center, p. T24
Leveled Readers: Respond, p. T90

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 5

Independent
Leveled Readers: Reread for Fluency, p. T91

▲ Leveled Reader

Strategic Intervention TG, pp. 228–229
Strategic Intervention Practice Book, p. 97

Leveled Readers & Leveled Practice

Reinforcing Skills and Strategies

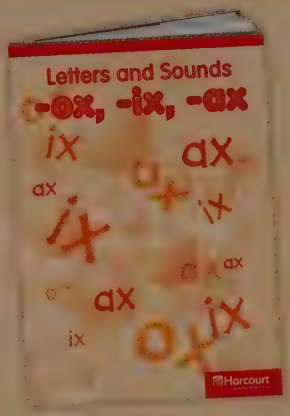
LEVELED READERS SYSTEM

- Leveled Readers
- Leveled Readers CD
- Leveled Reader Teacher Guides
  - *Story Response*
  - *Comprehension*
  - *High-Frequency Words*
- Leveled Readers Assessment

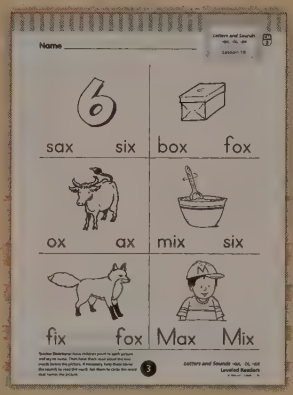
See pages T88–T91 for lesson plans.

For extended lesson plans, see *Leveled Reader Teacher Guides*.

BELOW-LEVEL

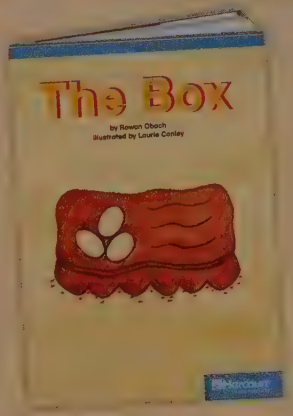


- Label Book
- phonics: Phonograms *-ox, -ix, -ax*

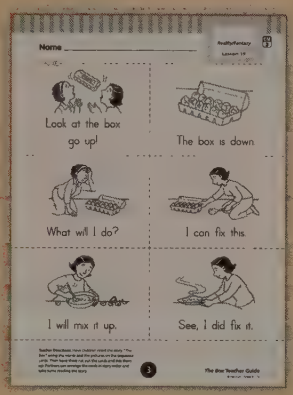


▲ Leveled Reader Teacher Guide, p. 3

ON-LEVEL



- phonics: Phonograms *-ox, -ix*
- High-Frequency Words: *up, down*
- Reality/Fantasy



▲ Leveled Reader Teacher Guide, p. 3

GO online

www.harcourtschool.com/storytown

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

ADVANCED

- phonics: Phonograms *-ox, -ix*
- High-Frequency Words: *up, down*
- Reality/Fantasy

▲ Leveled Reader Teacher Guide, p. 3

ELL

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

▲ Leveled Reader Teacher Guide, p. 3

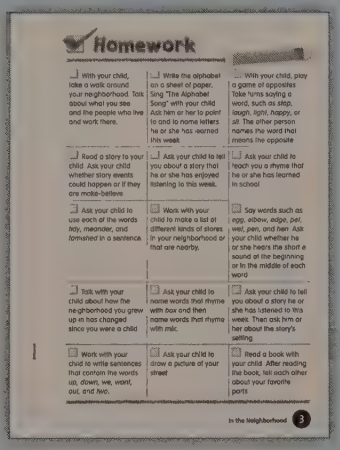
MANAGING THE CLASSROOM While you provide instruction to small groups or conference with individuals, other children can work on literacy center activities.

Literacy Centers

Management Support

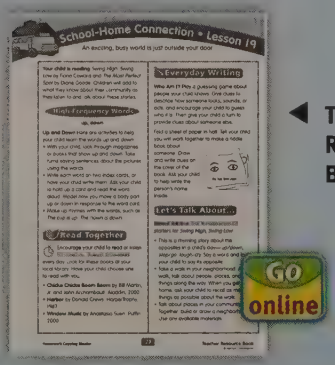
▲ Literacy Centers Pocket Chart

Homework for the Week



▲ Practice Book, p. 3

The Homework Copying Master provides activities to complete for each day of the week.

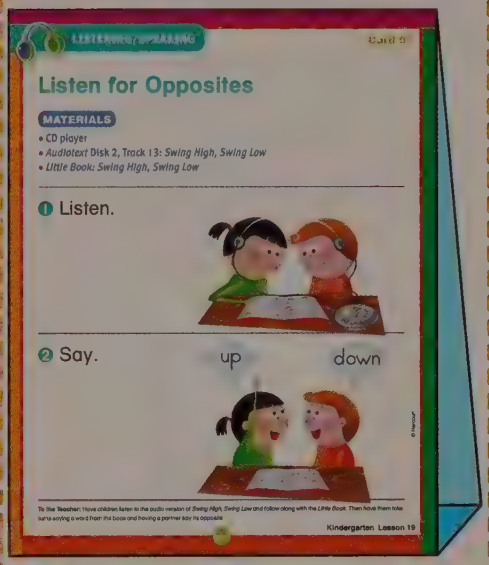


◀ Teacher Resource Book, p. 23

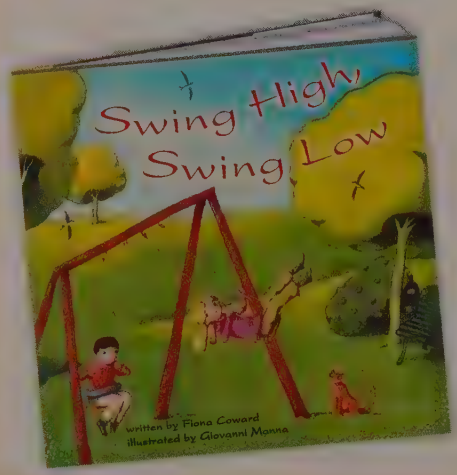
LISTENING/SPEAKING

Listen for Opposites

Objective
To listen to a story and name words in it that are opposites



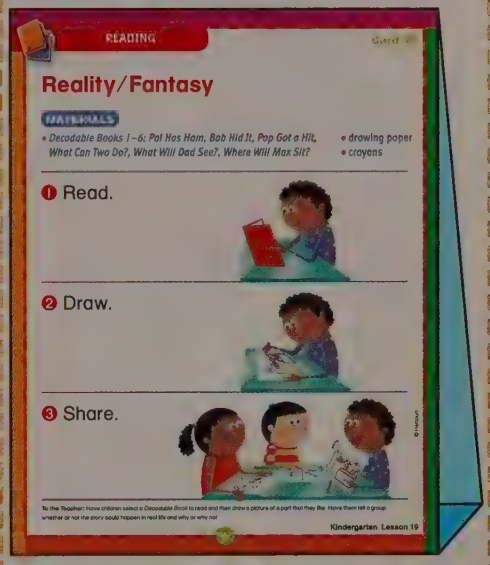
Literacy Center Kit • Card 91



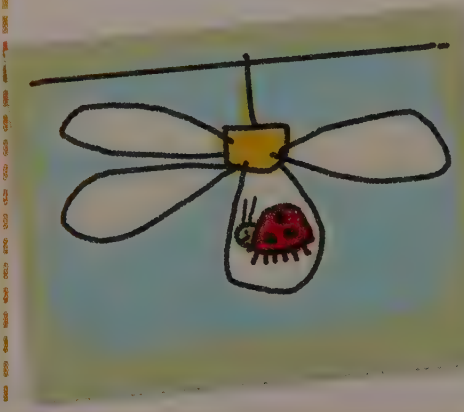
READING

Reality/Fantasy

Objective
To read a story and determine its realism or fantasy


Reality/Fantasy
MATERIALS
• Decodable Books 1–6: Pat Has Ham, Bob Hid It, Pop Got a Hit, What Can Two Do?, What Will Dad See?, Where Will Max Sit?
• drawing paper
• crayons
1 Read.
2 Draw.
3 Share.
Kindergarten Lesson 19

Literacy Center Kit • Card 92

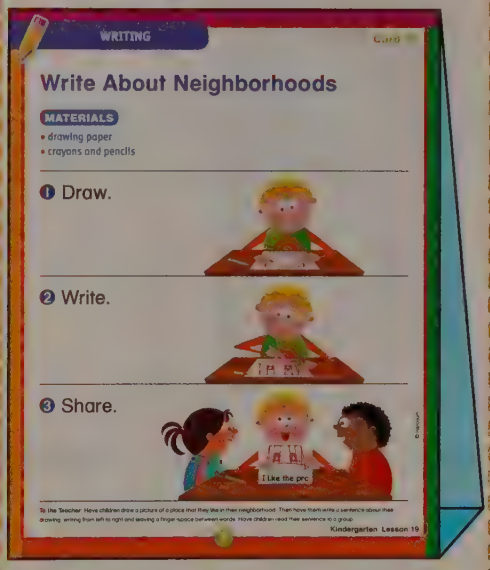


GO online
www.harcourtschool.com/storytown
★ Additional Literacy Center Activities
★ Resources for Parents and Teachers
Differentiated for Your Needs

WRITING

Write About Neighborhoods

Objective
To write about a place in a neighborhood

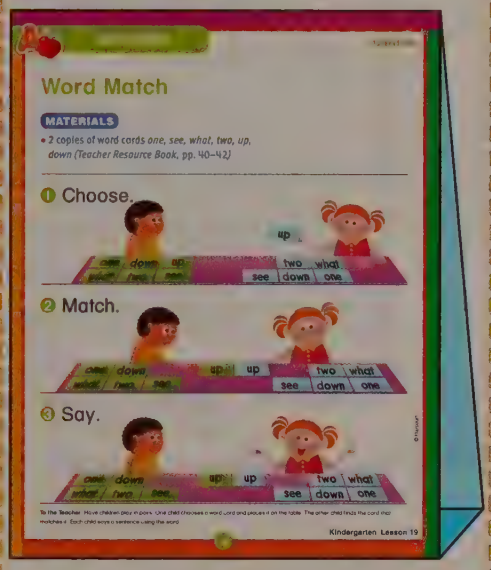


Literacy Center Kit • Card 93

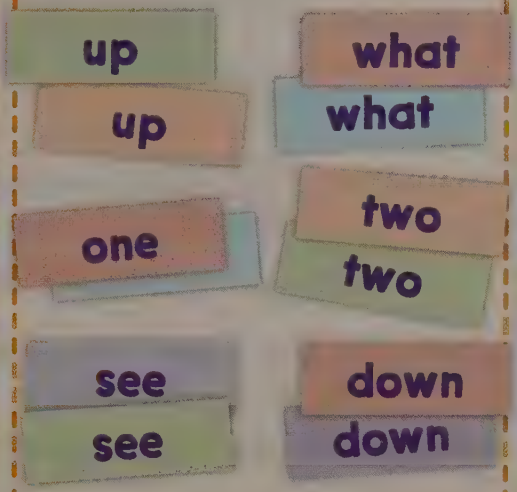
WORD WORK

Word Match

Objective
To read high-frequency words



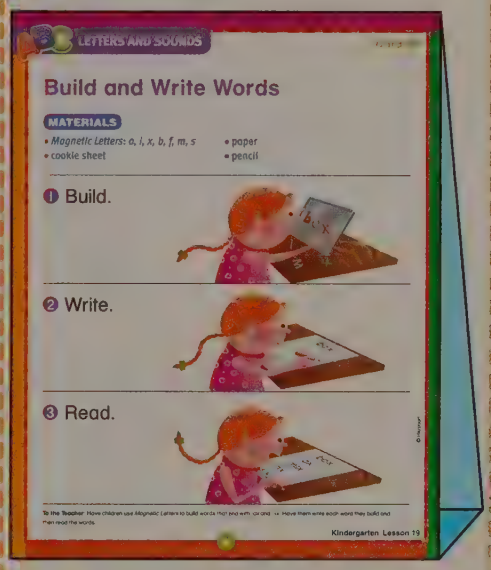
Literacy Center Kit • Card 94



LETTERS AND SOUNDS

Build and Write Words

Objective
To write words with -ox and -ix



Literacy Center Kit • Card 95

Day at a Glance

Day 1

Warm-Up Routines

Begin with a Rhyme

Objective *To recite a rhyme*

RECITE A RHYME Tell children that they will learn a rhyme about a boy who runs through a town at night. Say the rhyme, inviting them to recite the rhyme along with you. Explain that paying attention to the rhythm and the rhyming words is a way to remember the lines of the rhyme.

Wee Willie Winkie

Wee Willie Winkie
Runs through the town,
Upstairs and downstairs
In his nightgown.
Rapping at the windows,
Crying through the lock,
"Are the children all in bed?
For it's now eight o'clock."

—*Mother Goose*

Oral Language

Objective *To discuss people in a community*

TALK ABOUT PEOPLE IN A NEIGHBORHOOD Tell children that Wee Willie Winkie runs through the town to check that children are in bed. Then ask:

- **Which community helpers might you see around our town?**

Remind children to raise a hand before speaking and to listen attentively while others speak.

Phonemic Awareness

- Phoneme Categorization: Medial

phonics

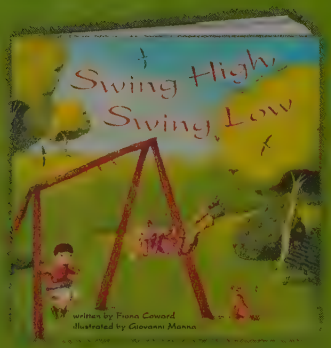
- Word Blending

High-Frequency Words

- Introduce: *up*

Reading

- Read Aloud: *Big Book Swing High, Swing Low*



▲ Swing High, Swing Low

Comprehension

Focus Skill

- Preview: Reality/Fantasy

Robust Vocabulary

- Introduce: *contrast, meander, tidy*

Writing

- Modeled Writing: Description of a Person

Phonemic Awareness

Phoneme Categorization: Medial

Tested

Teach/Model

LISTEN FOR SOUNDS Remind children that they have been listening for sounds in the beginning, middle, and ending of words. Tell them that they are now going to listen for sounds that are different in the middle of words. Model how to listen for words that have a different middle sound.

Think Aloud **I am going to say three words. Listen to the middle sound in each word: *bet, neck, hot. Bet* and *neck* have /e/ in the middle. *Hot* has /o/ in the middle. The word *hot* has a different middle sound than *bet* and *neck*.**

Practice/Apply

INDEPENDENT PRACTICE Use the same procedure with the following sets of words. Have children repeat each set of words and name the word that has a different middle sound than the other two.

mad, sub, pack (sub)	pot, fox, rub (rub)
hen, yet, job (job)	bin, wag, pig (wag)
run, map, cab (run)	cot, mop, bed (bed)
dip, rig, mat (mat)	fin, tuck, mud (fin)
jet, ram, sack (jet)	tan, rip, bit (tan)
mug, hit, bus (hit)	red, lock, yes (lock)
sock, web, den (sock)	nap, fat, six (six)
hat, lip, sad (lip)	wet, jab, pal (wet)

Objective

- *To identify a word that has a different medial sound in a set of words*

ELL

Develop Meaning Review the meaning of *middle* by putting three blocks in a row. Point out the middle block for children.

MONITOR PROGRESS

Phonemic Awareness

IF	THEN
children have difficulty identifying the word with a different medial sound in a set of words,	emphasize the medial sound in each word to help children discriminate the sounds. For example, say: /saad/, /suub/, /saak/.

Small-Group Instruction, p. S2:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Word Blending

phonics Tested

Objectives

- *To blend sounds orally to make words*
- *To match sounds to letters*
- *To read simple one-syllable words*

Materials

- *Alphabet Cards: d, g, l, n, o, p, t*
- pocket chart
- paper
- pencils

Start with the Sounds

BLEND SOUNDS IN A WORD Have children sit in a circle. Sing the following verse to the tune of "Old MacDonald." As you sing, have children echo you.

What is the word for these three sounds?
/h/ /o/ /t/ Hot!
With a hot, hot here, and a hot, hot there,
Here a hot, there a hot,
Everywhere a hot, hot.
What is the word for these three sounds?
/h/ /o/ /t/ Hot!

Continue for the words /p/ /o/ /p/ (pop), /f/ /o/ /g/ (fog), and /h/ /o/ /p/ (hop).

Teach/ Model

DIBELS Nonsense Word Fluency NWF

Routine Card 13

WORD BLENDING Place the *Alphabet Cards o* and *n* in the pocket chart, separated from each other. Point to each letter, and ask children to name it.

- Point to *o*. Have children name the letter and its sound.
- Point to *n*. Have children name the letter and its sound.

- Slide *n* next to *o*. Move your hand from left to right under the letters and blend the sounds, elongating them: **/oonn/.** Have children repeat after you.

- Then have children blend and read the word *on* with you.

5-DAY PHONICS

DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ox*
DAY 5	Phonogram *-ix*

Guided Practice

DIBELS Nonsense Word Fluency NWF

BLEND MORE WORDS Place the letters *g*, *o*, and *t* in the pocket chart, with space between the letters.

- Point to *g*. Have children name the letter and its sound. Point to *o* and have children name the letter and its sound. Slide *o* next to *g*. Move your hand under the letters and blend the sounds, elongating them: /**goo**/. Have children blend the sounds after you.
- Point to *t*. Have children name the letter and its sound.
- Slide *t* next to *go*. Slide your hand under *got* and blend the sounds. Have children blend the sounds as you slide your hand under the word.
- Then have children read the word *got* naturally along with you.

Follow the same procedure to blend and read *dog*, *lot*, and *pot* with children.

Independent Practice

WRITE WORDS Write the following incomplete words on the board:

h __ p	c __ t
l __ g	t __ p
p __ p	b __ b

Have children copy the incomplete words and write the letter *o* to complete each word. Ask them to read the completed words to a partner.

hop	log	pop
cot	top	bob

ADVANCED

Write Rhyming Words Ask children to write a rhyming word for each of the following words: *got, hop, dog, cob.*

High-Frequency Words

Introduce: up

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: do, for, go, see, up*
- copies of word cards *do, for, go, see,* and *up*, *Teacher Resource Book*, pp. 36, 39, 41, 42

E L L

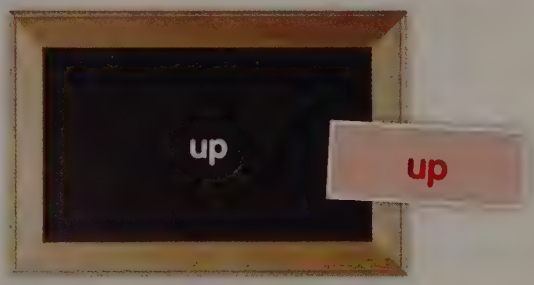
Reinforce Word Meaning Help children understand the meaning of the word *up* by contrasting it with the word *down*. Have children reach their hands *up* in the air and *down* to the floor.

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *up* on the board.

- Point to and read *up*. Have children say it with you.
- Say: **A bird flies *up* in the sky.**
- Display the *High-Frequency Word Card up*. Say **up.**
- Match the *High-Frequency Word Card up* to the word on the board, say the word, and have children say it with you.



Practice/Apply

GUIDED PRACTICE Distribute the word card *up* (*Teacher Resource Book*, page 42) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *up*, they should say the word and raise their hand up in the air. Hold up the *High-Frequency Word Cards up, go, for, do,* and *see* until children consistently identify the word *up*.

INDEPENDENT PRACTICE Provide to pairs of children two sets of word cards for the words *up, go, for, do,* and *see* (*Teacher Resource Book*, pages 36, 39, 41, 42). Children turn over two cards at a time. When the cards match, each child uses the word in a sentence.

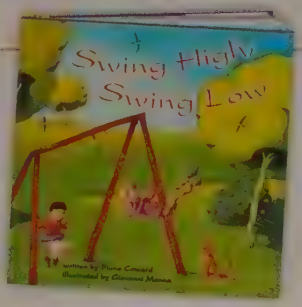
Comprehension

Read Aloud

Before Reading

Routine Card 17

PREVIEW THE BOOK Ask children to point to the front cover of the book. Point to the title and read it aloud as you track the print. Ask a volunteer to point to the author's and illustrator's names. Read the names aloud and then ask children what an author does, and what an illustrator does.



▲ **Big Book**
Swing High, Swing Low

Page through *Swing High, Swing Low*. Invite children to look at the illustrations. Ask them if they think this book is a story or an information book. Then have them predict what they think the story will be about.

BUILD BACKGROUND/SET PURPOSES Explain that this story is about things children do during a busy day. Ask:

- **What are the boy and girl doing on the front cover?** (swinging)

Remind children that there are many reasons to listen to a story, such as for enjoyment, to learn new things, or to find out what happens in a story. Invite children to establish their own purpose for listening to *Swing High, Swing Low*. Then model an example.

Think Aloud **I know that the boy and the girl can swing high and low. I wonder what else they will do. I'll read the story to find out.**

Focus Skill **PREVIEW THE SKILL: REALITY/FANTASY** Tell children that some stories are realistic because the things that happen in them could really happen. Some stories are fantasy because the things that happen in them could not really happen. Explain that this story is realistic because everything that happens in it could happen in real life.

Read Aloud

MODEL FLUENT READING Read *Swing High, Swing Low* aloud, tracking the print. Emphasize the opposite words as you read.

Objectives

- *To listen to and respond to a story*
- *To identify opposites in a story*

Materials

- *Big Book: Swing High, Swing Low*

Daily Comprehension

Focus Skill **Reality/Fantasy**

Focus Strategy **Summarize**

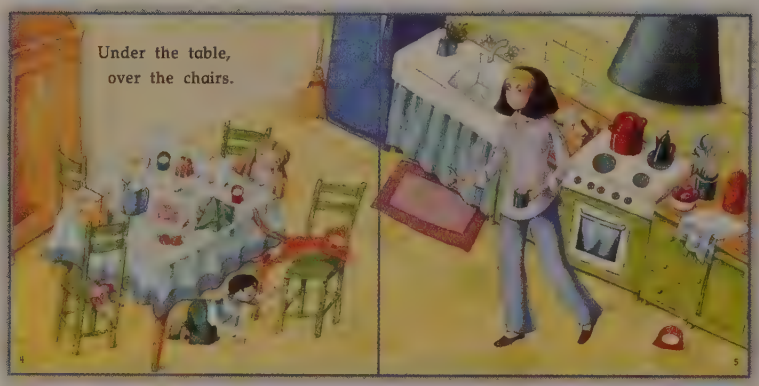
DAY 1:	**Preview Reality/Fantasy** *Big Book*
DAY 2:	Introduce Reality/Fantasy *Big Book*
DAY 3:	Review Summarize *Library Book*
DAY 4:	Review Reality/Fantasy *Library Book*
DAY 5:	Review Summarize *Read-Aloud Anthology*

TECHNOLOGY

Audiotext *Swing High, Swing Low* is available on Audiotext.

Swing High,
Swing Low
written by Fiona Coward
Illustrated by Giovanni Manna

Up the ladder,
down the stairs.


Under the table,
over the chairs.

Tummy says "yes,"
Mommy says "no."
Red says stop.
Green says go.

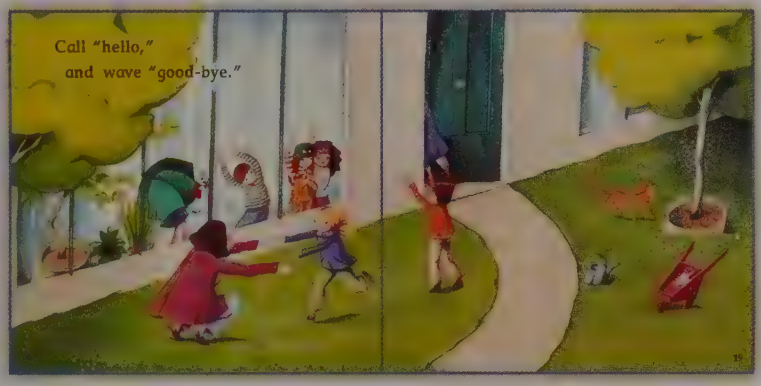
White is light,
black is dark.
Run to the gate,
walk through the park.

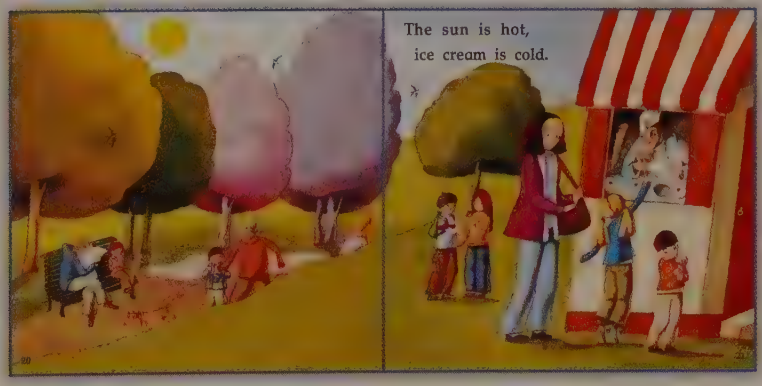
Puddles are wet,
feet are dry.
Swing low to the ground,
then high in the sky.

A time to work,
and a time to play.
12
13

Mess it all up,
then tidy away.
14
15

Joe makes me laugh,
Kate makes me cry.
16
17

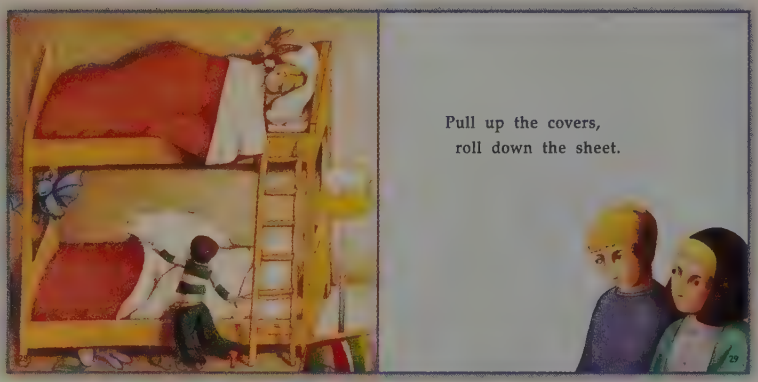

Call "hello,"
and wave "good-bye."

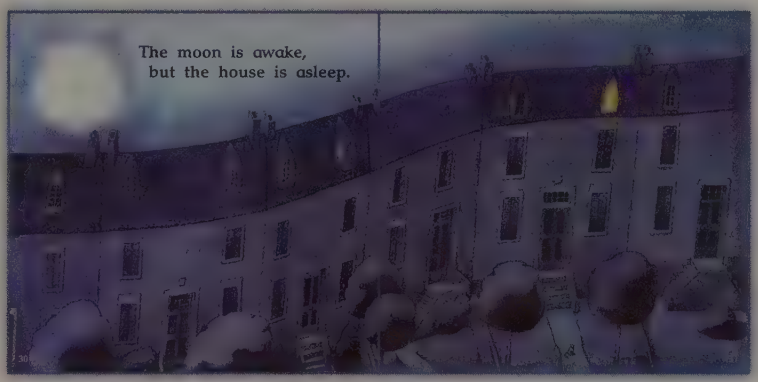

The sun is hot,
ice cream is cold.
20
21

Babies are young,
grandparents are old.
22
23

Whisper a secret,
try not to shout.

Bring in the laundry,
put the cat out.


Pull up the covers,
roll down the sheet.


The moon is awake,
but the house is asleep.

For my daughters, Erin and Megan — P. C.
A Miriam, per i suoi preziosi consigli — G. M.

Respond to Literature

REFLECT ON THE STORY Ask the following questions to discuss children's impressions of the story.

- **What are some things the children do during the day?** (eat breakfast, go to the park, swing, work and play at school, tidy up, and so on.)
- **Do you do any of these activites during your day? Tell about them.** (Responses will vary.)

REALITY/FANTASY **How do you know this is a realistic story?** (Everything that happens in the story could happen in real life.)

DRAW A PICTURE Have children draw a scene from the story. Ask them to write a label for their illustration. Children can share their drawing and read the label.

They swing so high.

Focus on Vocabulary

OPPOSITES Ask children to reach up high and then bend down low. Tell them that the words *high* and *low* are opposites. Explain that opposites are things that are different in every way. Name some simple opposites and have children demonstrate their meanings: *big/small; tall/short; happy/sad; in/out.* Then have children act out some other pairs of opposite words from the *Big Book*, such as *up/down, stop/go, laugh/cry, whisper/shout,* and *awake/asleep.*

ADVANCED

Name Opposites Name a word from the story and have children name its opposite.

Name _____

Accept reasonable responses.

In the Neighborhood 4

▲ Practice Book, p. 4

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objective

- *To develop robust vocabulary through discussing literature*

INTRODUCE Student-Friendly Explanations

contrast When you *contrast* things, you tell how they are different.

meander If you *meander*, you walk along slowly without a special place to go.

tidy To *tidy* a place means to make it neat.

ELL

Use Illustrations Use the illustrations in *Swing High, Swing Low* to help children understand the meanings of the words. Display pages 8–9 and read the text aloud. Say: **I can *contrast* white with black by saying how they are different. White is light and black is dark.** Have children repeat the sentence. Use the same procedure to explain *tidy* (p. 15) and *meander* (pp. 22–23).

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1. **Selection Context:** In *Swing High, Swing Low*, the author **contrasts** words such as *up* and *down*.
4. **Interact with Word Meaning:** To contrast the sun and the moon, I would tell how the sun shines during the day, while the moon can be seen at night. How would you contrast summer and winter?

1. **Selection Context:** In the story, people **meander** in the park.
4. **Interact with Word Meaning:** I like to meander down the street and look in the store windows. Would you be more likely to meander on a rainy day or on a sunny day? Why?

1. **Selection Context:** At school, the children **tidy** the room.
4. **Interact with Word Meaning:** A vacuum cleaner is a big help when I want to tidy my house. Would you use a broom or a spoon to tidy your room?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Explain how they could contrast a cat and a dog.
- Show how they can meander around the classroom.
- Pantomime how to tidy their work area.

Modeled Writing

Description of a Person

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

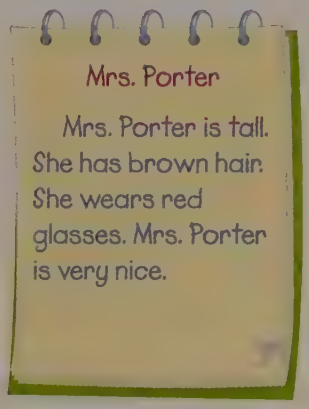
Teach/Model

TALK ABOUT DESCRIPTIONS Tell children that a description uses words to tell what something is like. When you write a description of a person, you tell what the person is like.

WRITE A DESCRIPTION OF A PERSON Tell children that you are going to write a description of a teacher at school.

Think Aloud

- **First, I will write the name of the person I am going to describe. I will write about Mrs. Porter.**
- **Next, I will think about what Mrs. Porter looks like. Then I think of words that tell how she looks.**
- **Then I will think of other words that tell about Mrs. Porter.**



WRITING TRAIT **WORD CHOICE** Explain that when writing a description of a person, it is important to choose words that give the reader a clear picture of what the person is like.

Practice/Apply

ADD TO THE DESCRIPTION Encourage children to suggest other words to describe the person. Add their suggestions to the description.

Share

READ THE DESCRIPTION Track the print as you read aloud the description on the chart paper. Help children recognize which words are describing words.

Objectives

- *To understand the characteristics of a description*
- *To write a description of a person*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Person Have children draw and write about a person they know.

ELL

Ask Questions Help children contribute to the description by asking questions such as the following:

- **What is the teacher's name?**
- **Is she short or tall?**
- **Does she have brown or black hair?**
- **Does she have a quiet voice or a loud voice?**

Day at a Glance

Day 2

Phonemic Awareness
- Phoneme Categorization: Medial

phonics
- Word Building

High-Frequency Words
- Review: *up*

Reading
- Big Book: *Swing High, Swing Low*

▲ Swing High, Swing Low

Comprehension
Focus Skill

Introduce: Reality/Fantasy

Robust Vocabulary
- Review: *contrast, meander, tidy*

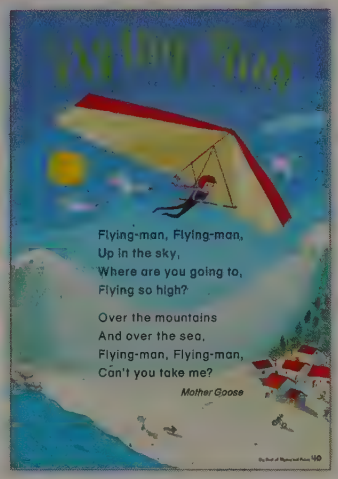
Writing
- Shared Writing: Description of a Person

Warm-Up Routines

Begin with a Rhyme

Objective *To learn and recite a rhyme*

RECITE A POEM Tell children they are going to listen to and learn a rhyme about a man who flies in the sky. Display page 40 of the *Big Book of Rhymes and Poems* and read the title aloud. Remind children that there are many reasons for listening, such as to get information or to appreciate and enjoy. Have children determine their own purpose for listening. Then teach children the rhyme. Invite them to recite it along with you. Tell children that paying attention to the rhythm and rhyme as they say the words will make it more fun.



▲ Big Book of Rhymes and Poems, p. 40

Oral Language

Objective *To share ideas, using complete sentences*

DISCUSS FLYING Ask children to look at the illustration on page 40 of the *Big Book of Rhymes and Poems*. As children sit in their places, have them move their arms as if they were flying. Ask: **What would you like to see if you were flying over your neighborhood?** If children do not answer in a complete sentence, rephrase the comment and have them repeat it.

Phonemic Awareness

Phoneme Categorization: Medial

Tested

Review

LISTEN FOR SOUNDS Remind children that they have been listening for words that have a different sound in the middle. Model how to name a word that has a different middle sound than two other words.

Think Aloud **I am going to say three words: *hat, pin, kiss. Pin* and *kiss* both have the /i/ sound in the middle. *Hat* has the /a/ sound in the middle. *Hat* has a different middle sound than *pin* and *kiss*.**

Practice/Apply

INDEPENDENT PRACTICE Have children name the word that has a different middle sound in the following sets of words.

hid, mix, gas (gas)	vet, win, rip (vet)
fed, rug, net (rug)	bun, sat, cup (sat)
dot, jug, knob (jug)	bud, nut, log (log)
sack, ten, bad (ten)	him, tip, less (less)
dig, pack, fan (dig)	miss, dad, cat (miss)
nap, mud, sad (mud)	luck, buzz, fit (fit)
led, tag, pen (tag)	bug, dot, sob (bug)
fix, hot, zip (hot)	sun, ham, tug (ham)

Objective

- *To identify a word in a set of words that has a different medial sound*

E L L

Develop Meaning Develop children's understanding of the words in the Practice activity by:

- acting out words.
- showing pictures or objects.
- using words in simple context sentences as you act them out.

Word Building

phonics Tested

Objectives

- *To build and read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*

Materials

- *Alphabet Cards: a, h, m, n, o, p, t*
- pocket chart
- *Word Builders*
- *Word Builder Cards: a, h, m, n, o, p, t*

Professional Development

Podcasting: Word Building, Gr. K

BELOW-LEVEL

Review Letters and Sounds

Before guiding children to blend words, display the *Alphabet Cards* and review letter names and sounds. Hold up random cards and ask children to tell the letter name and sound.

Start with the Sounds

BLEND SOUNDS IN A WORD Have children sit in a circle. Sing the following verse to the tune of "Old MacDonald." As you sing, have children echo you.

What is the word for these three sounds?
/j/ /o/ /b/ Job!
With a job, job here, and a job, job there,
Here a job, there a job,
Everywhere a job, job.
What is the word for these three sounds?
/j/ /o/ /b/ Job!

Continue for the words /k/ /o/ /t/ (cot), /l/ /o/ /k/ (lock), /d/ /o/ /l/ (doll).

Review

DIBELS Nonsense Word Fluency NWF

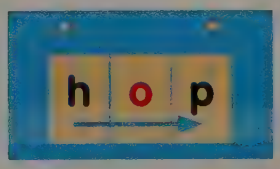
Routine Card 13

BLEND WORDS Distribute *Word Builders* and *Word Builder Cards a, h, m, n, o, p,* and *t* to children. As you place *Alphabet Cards* in a pocket chart, tell children to place the same *Word Builder Cards* in their *Word Builders*. Place *Alphabet Cards m, o,* and *p* in the pocket chart. Then follow the steps on the *Routine Card* to blend the sounds to read the word *mop*.

Routine Card 14

MODEL WORD BUILDING Remind children that when letters in a word change, so do the sounds, and that they can make a new word by changing a letter in a word.

Think Aloud **I made the word *mop* with *m*, *o*, and *p*. Now if I take away the *m* and put *h* in its place, I have the word *hop*. Blend the sounds with me, /h/ /o/ /p/, *hop*.**



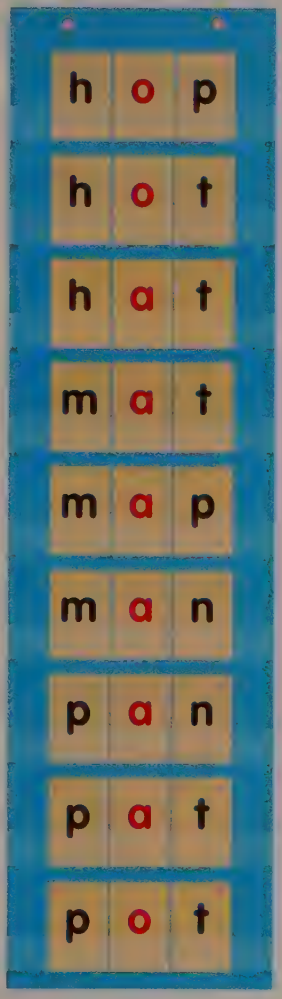
5-DAY PHONICS

DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ox*
DAY 5	Phonogram *-ix*

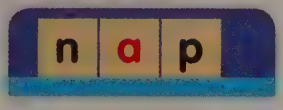
Practice/Apply

GUIDED PRACTICE Have children continue with the word *hop* in their *Word Builder*. Say:

- **Change *p* to *t*. What word did you make?**
- **Change *o* to *a*. What word did you make?**
- **Change *h* to *m*. What word did you make?**
- **Change *t* to *p*. What word did you make?**
- **Change *p* to *n*. What word did you make?**
- **Change *m* to *p*. What word did you make?**
- **Change *n* to *t*. What word did you make?**
- **Change *a* to *o*. What word did you make?**



INDEPENDENT PRACTICE Write the following words on the board: *not, nap, top, tan*. Have children use their *Word Builder Cards* to build and read each word.



MONITOR PROGRESS

Phonics: Word Building

IF	THEN
children have difficulty building and reading words,	blend each word phoneme by phoneme and have children repeat it in the same way, such as /h/-/o/-/p/, *hop*.

Small-Group Instruction, p. S3:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

High-Frequency Words

Review: up

Tested

Objective

- *To read high-frequency words*

Materials

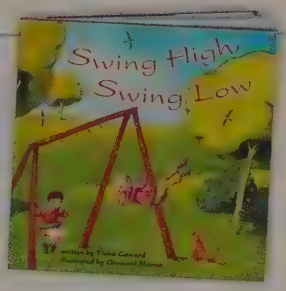
- *Big Book: Swing High, Swing Low*
- copies of word card *up*, *Teacher Resource Book*, p. 42
- drawing paper
- pencils
- crayons

E L L

Act Out Words Have children follow directions using the words *up* and *down*. Give directions such as these: *Look up; Look down; Hold your hand up; Hold your hand down.*

Review

READ THE WORD IN CONTEXT Display *High-Frequency Word Card up* and call on volunteers to read it. Then display the *Big Book Swing High, Swing Low* and read the title aloud. Turn to page 3 and ask a volunteer to point to the word *up*.

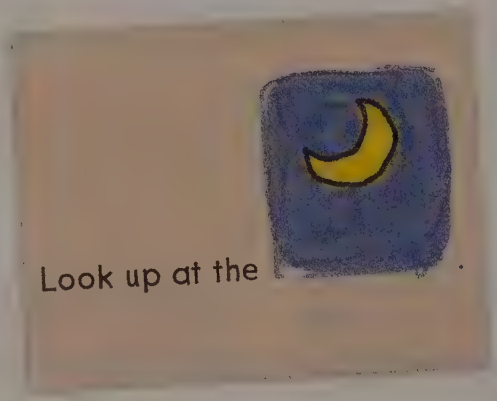


▲ **Big Book *Swing High, Swing Low***

Practice/Apply

GUIDED PRACTICE Distribute a word card *up* (*Teacher Resource Book*, p. 42) to each child. Have children point to the word and read it. Then have them use the sentence frame *Look up at the _____.* to tell about something in the classroom that is up high. Have children hold up the word card as they say the word *up*.

INDEPENDENT PRACTICE On the board or on chart paper, write the sentence frame *Look up at the _____.* and read it aloud. Have children copy the words and complete the sentence by drawing a picture of something that is up.



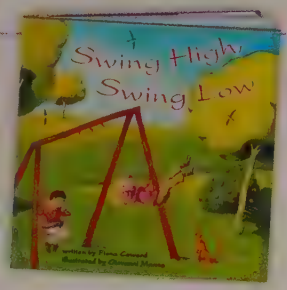
Reality/Fantasy

Comprehension

Tested

Teach/Model

INTRODUCE THE CONCEPT Tell children that some stories are realistic because the events that happen in them could happen in real life. Some stories are make-believe, or fantasy, because the events that happen in them couldn't really happen.



▲ **Big Book**
Swing High, Swing Low

Teach children to distinguish fiction from nonfiction and reality from fantasy. Discuss with children what fact is and what fiction and fantasy are. Discuss also the difference between realistic fiction and fantasy.

Display the cover of *Swing High, Swing Low*. Read aloud the title and talk about the picture. Then model for children how to decide whether *Swing High, Swing Low* is realistic or fantasy.

Think Aloud **I want to know if this story is about something realistic or fantasy. I think about the words and the picture. The words and picture tell about things that can happen in real life. So I think this story is realistic.**

Point out to children that even though the story could happen in real life, it is not a true story. It is fiction.

Practice/Apply

DISTINGUISH REALITY FROM FANTASY Display pages 2–3 of *Swing High, Swing Low*. Read aloud the text and have children look at the pictures. Ask: **What are the children doing? Could this happen in real life?** (The children are waking up; yes)

Read Aloud

Guide children as you read aloud *Swing High, Swing Low*. (Monitor Comprehension: pp. T44–T49)

Objective

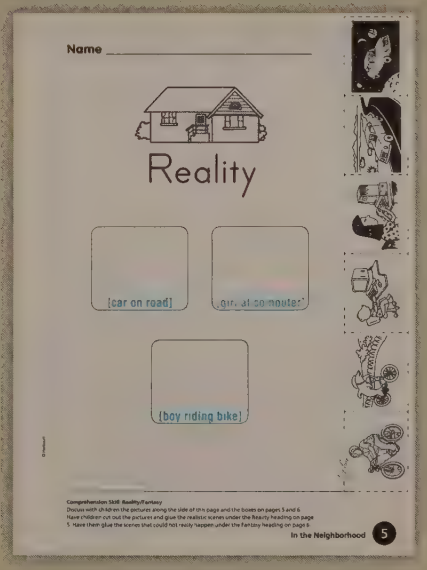
- *To understand the difference between reality and fantasy*

Materials

- *Big Book: Swing High, Swing Low*

E L L

Act It Out Invite children to pantomime an action from the book. As children act it out, name and describe the action with simple vocabulary.



▲ **Practice Book, pp. 5–6**

Monitor Comprehension

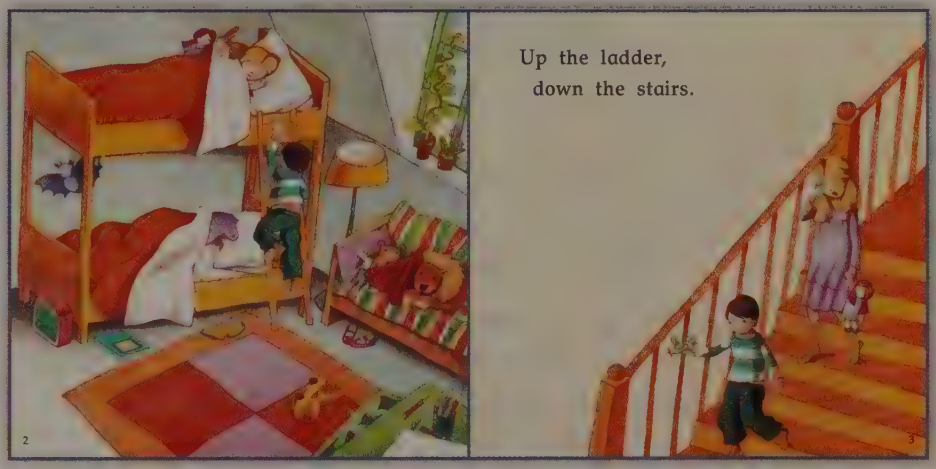
Pages 2–5

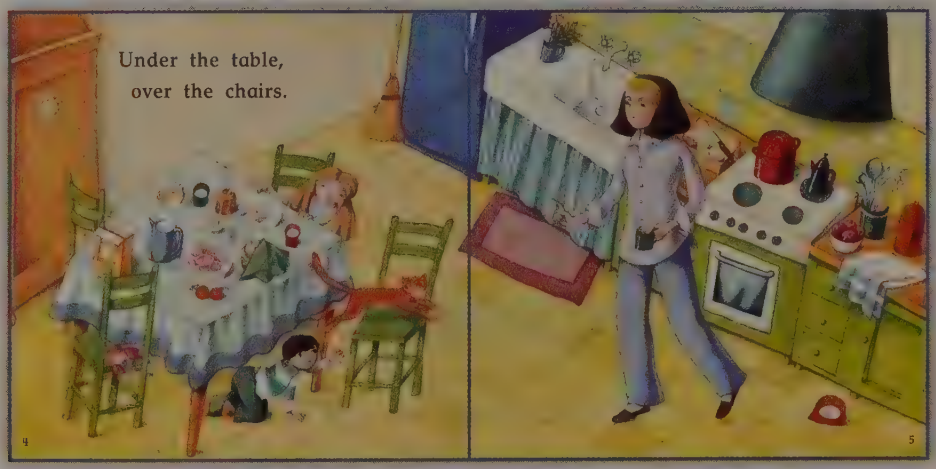
1. **BEGINNING, MIDDLE, ENDING** **What happens at the beginning of the story?** (The children wake up and get out of bed.)

2. **CHARACTERS** **Who are the main characters in this story?** (a boy and girl)

E L L

Opposite Words As you read aloud the story, name the opposite words, such as *up* and *down*. Use pantomime and the illustrations to help children understand the meanings of the words.

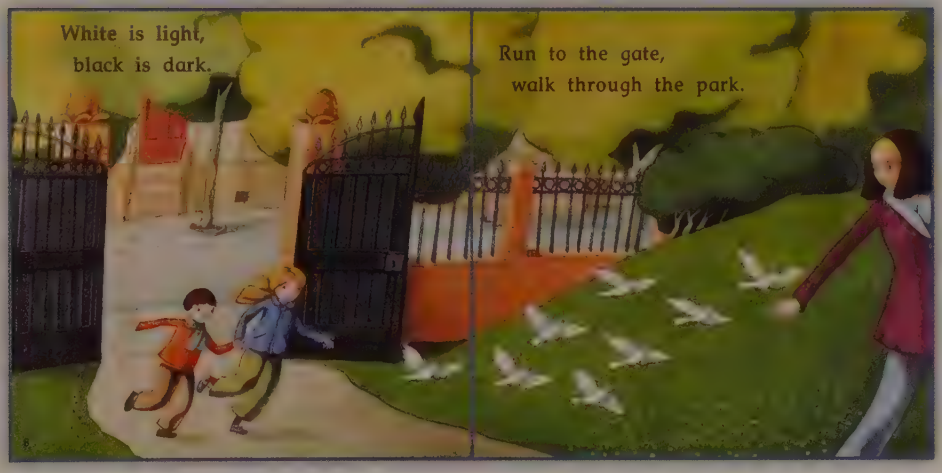




Monitor Comprehension

Pages 6–11

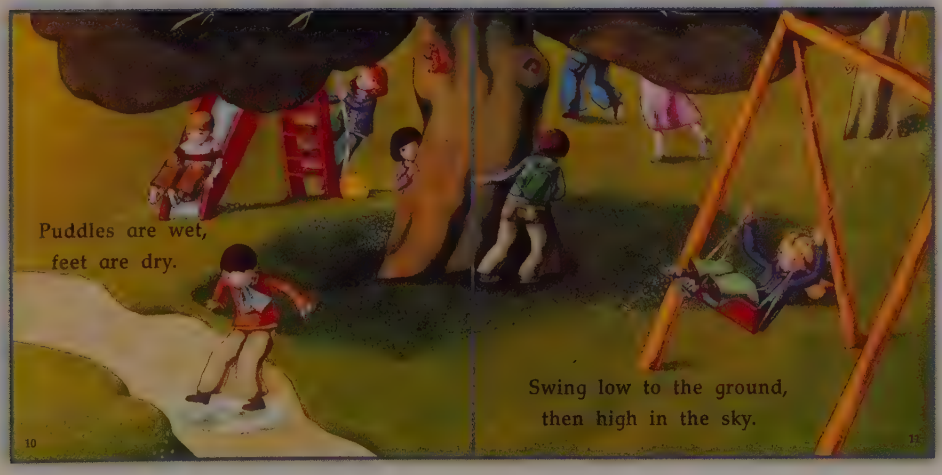
1 **REALITY/FANTASY** Display pages 8–9. **Is this part of the story realistic or fantasy? How do you know?** (realistic; because it could happen in real life)



Apply Comprehension Strategies

Generate Questions Stop after reading page 7. Remind children that one way to better understand a story is to ask questions about what is happening. Model how to ask a question about the story.

Think Aloud **I have a question. The mother and the children are going somewhere. Where are they going? I will think about that question as I keep reading.**

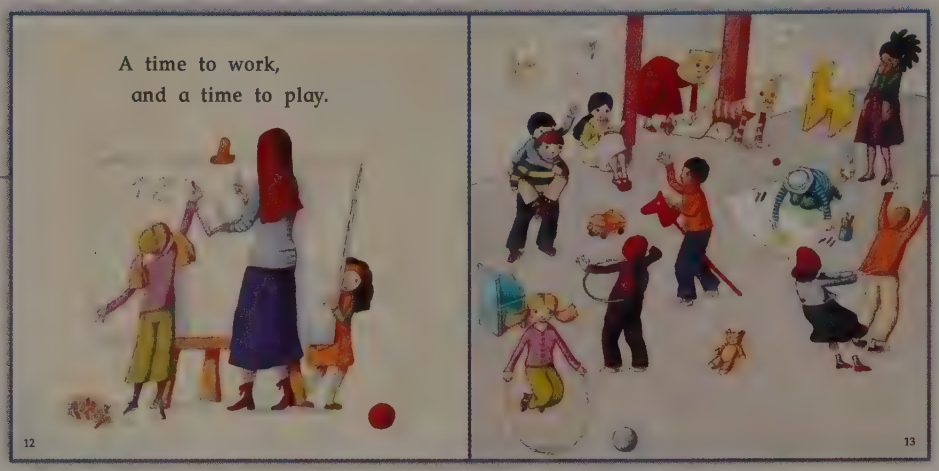


Monitor Comprehension

Pages 12–17

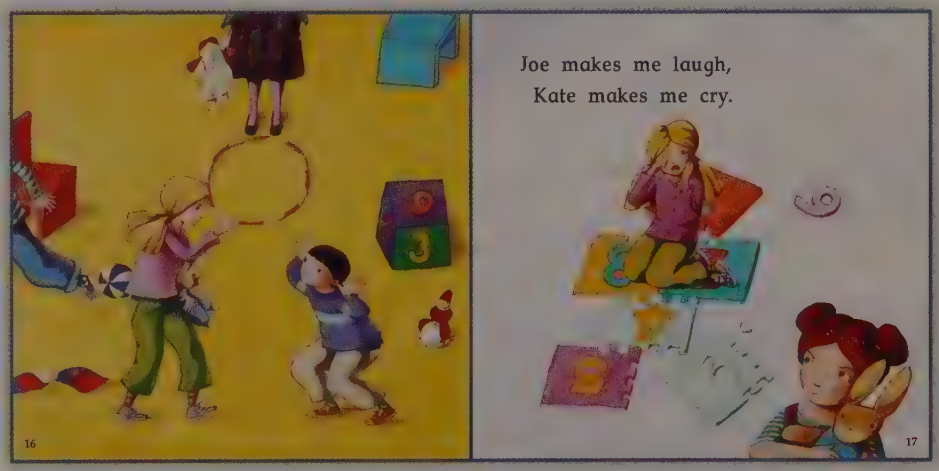
1. **RELATE PICTURES TO TEXT** Display pages 12–13. **How are the children working and playing at school?** (Possible responses: doing math, skipping rope, drawing, pretending to ride a horse)

2. **REALITY/FANTASY** **The children go to school. Does this happen in real life?** (yes)



BUILD ROBUST VOCABULARY

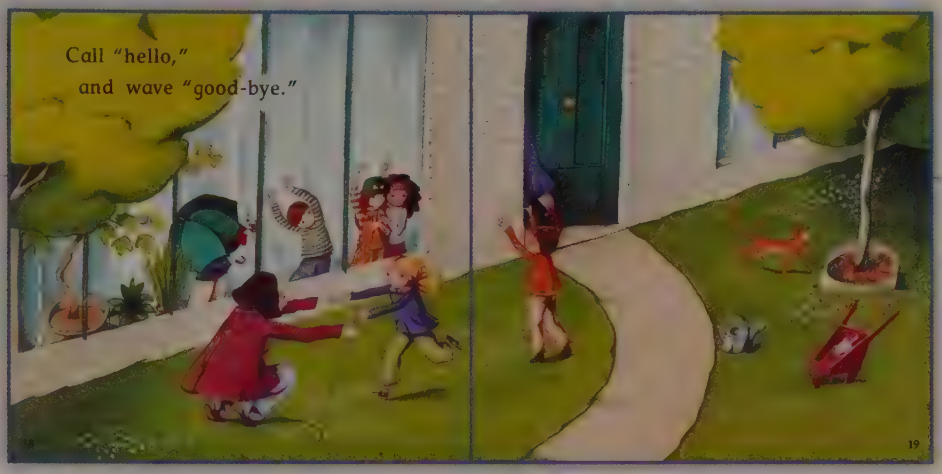
Draw attention to the word *tidy* on page 15. Say: **Here is the word *tidy* that we have talked about. How does the picture show what *tidy* means?** (The children are putting things away where they belong.)

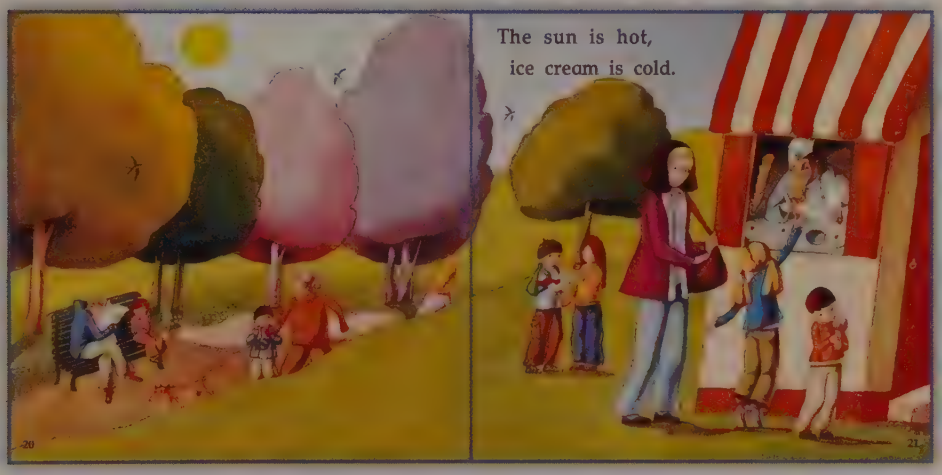


SOCIAL STUDIES

SUPPORTING STANDARDS

Rules at School Point out that one of the school rules in the story is that after the children make a mess they must tidy up. Ask: **What rules do we have in our school? What happens if someone breaks a rule?** Ask children why it is important to have rules at school.





Monitor Comprehension

Pages 18–23

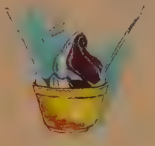
1. **DRAW CONCLUSIONS** **Was the girl ready to go home? How do you know?** (Yes. She was smiling and running to her mother.)

2. **MAKE COMPARISONS** **How are babies and grandparents different?** (Babies are young, and grandparents are old.)

E L L

Name Hot and Cold Objects

Reread page 21 and ask: **What is hot?** (the sun) **What is cold?** (ice cream) Then name other objects and ask children if they are hot or cold. For example, ask: **Is ice hot or cold? Is fire hot or cold?**

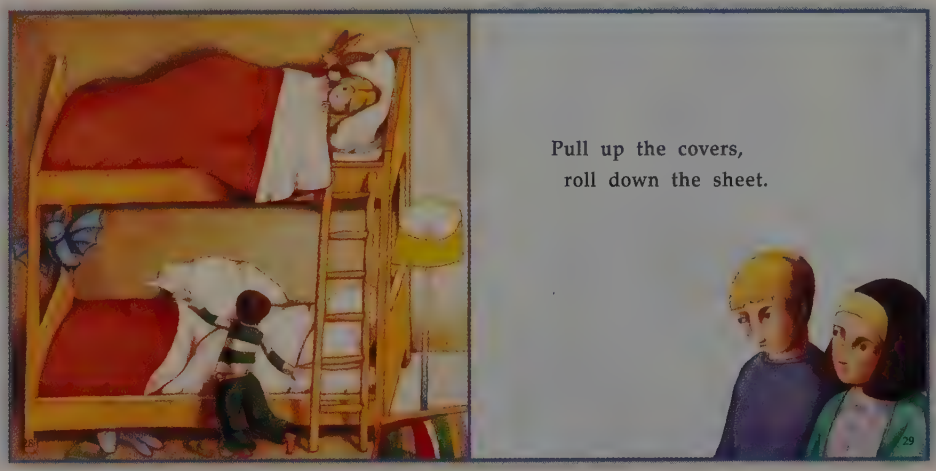


Monitor Comprehension

Pages 24–29

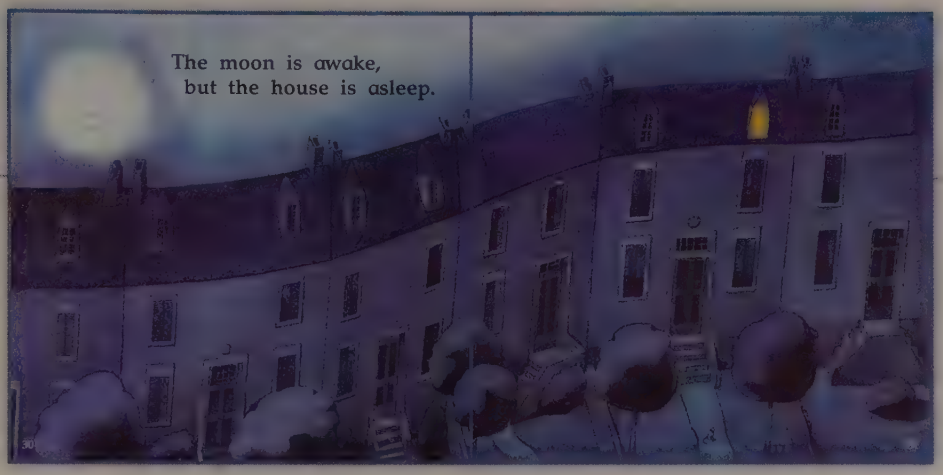
1. **MAKE INFERENCES** **Why is the boy whispering a secret to his dad?** (He doesn't want anyone else to hear what he is saying.)

2. **SETTING** **What time of day is it now? How do you know?** (It is the end of the day; the children are going to bed.)



ELL

Act Out Words Demonstrate for children how to say something in a whisper and how to say something in a loud shout.



Monitor Comprehension

Pages 30–32

1.

REALITY/FANTASY **Is this story realistic or fantasy? How do you know?** (realistic, because everything that happens could happen in real life)

2. **BEGINNING, MIDDLE, ENDING** **What happens at the end of the story?** (The moon comes out and everyone goes to sleep.)

Author's Craft

Reread page 30. Ask: **Can the moon really be awake? Can a house really be asleep?** Explain that the author writes that the moon is awake to show that it is up in the night sky. She writes that the house is asleep because all the people inside are sleeping.

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

contrast When you *contrast* things, you tell how they are different.

meander If you *meander*, you walk along slowly without a special place to go.

tidy To *tidy* a place means to make it neat.

E L L

Demonstrate Meanings Act out the meaning of each vocabulary word. For example, show how you would meander through a garden or tidy things on your desk. Say each word as you act it out.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *contrast, meander,* and *tidy*. Then discuss each word using the following examples.

contrast

- **If you were to contrast a square and a triangle, would you say that they both are shapes or that a square has four sides and a triangle has three sides? Why?**
- **If someone asked you to contrast day and night, what would you say?**

meander

- **If I name a place where you would meander, say "I would meander." If not, don't say anything.**

  —a park

  —a museum

  —on the track for a race

  —on an escalator

  —at the beach

- **Would a person being chased by a lion meander or run? Tell why.**

tidy

- **I'll say some things, and you tell me how they would help you tidy your room.**

  —a vacuum cleaner

  —a broom

  —a trash can

Shared Writing

Description of a Person

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

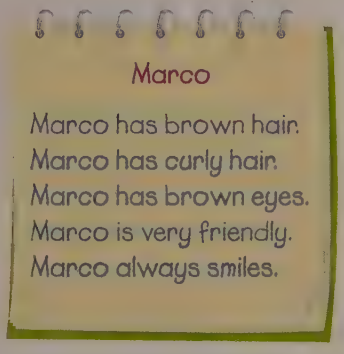
Write Together

BRAINSTORM Tell children that today you are going to work together to write a description of a child in class. Ask for a volunteer.

WRITE A DESCRIPTION Ask children to think about what the child looks like and what the child is like.

WRITING TRAIT **WORD CHOICE** Remind children that when writing a description it is important to use words that make a clear picture for the reader. Model for children how to think of describing words.

- **The first thing I will do is write Marco's name at the top of the page.**
- **Now I think about words that tell about what Marco looks like. I think about the color of his hair or whether he's tall or short.** Ask children to think of some words that give ideas about what the child looks like. Write their ideas on the chart paper.



- **Now I think about other words that tell about Marco. Is Marco always happy? Does Marco like to play or work?** Ask children to think of some words that give ideas about what the child is like. Write their ideas on the chart paper.

Share

READ THE DESCRIPTION Read aloud the description. Save the description for review on Day 5.

Objective

- *To write a description of a person*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Classmate Ask children to write a sentence that tells about a classmate. They can draw a picture to go with their sentence.

Day at a Glance

Day 3

Phonemic Awareness
- Phoneme Categorization: Medial

phonics
- Word Building

High-Frequency Words
- Introduce: *down*

Comprehension
Review: Summarize

Reading
- *Library Book: The Most Perfect Spot*

▲ The Most Perfect Spot

Robust Vocabulary
- Introduce: *famished, modify, unfortunate*

Writing
- Shared Writing: Description of a Person

Warm-Up Routines

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Tell children that they are going to listen to and learn a song about going in and out of a window. Read the title of the song to children. Then ask them to listen carefully as you recite the lyrics to "Go In and Out the Window." Sing the song, encouraging children to join in. You may wish to play the song on the *Music CD*.

Go In and Out the Window

Go in and out the window,
Go in and out the window,
Go in and out the window
As we have done before.

Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before.

Oral Language

Objective *To build vocabulary*

REVIEW OPPOSITES Remind children that one way to group words is by naming opposites. Recall with children some of the opposite words from the *Big Book Swing High, Swing Low*, such as *high/low, up/down, under/over,* and *yes/no*. Make a list of the words on chart paper. Then ask: **What are the opposite words in the song "Go In and Out the Window?"** (in/out) Have children demonstrate the meaning of the opposites by using a box and a classroom object. Children can also act out the meanings of the other opposite words on the chart.

Phonemic Awareness

Phoneme Categorization: Medial

Review

LISTEN FOR SOUNDS Remind children that they have been listening for words that have a different sound in the middle. Model how to name a word that has a different middle sound from two other words.

Think Aloud **Listen to these words: *job, duck, top.* I hear /o/ in the middle of *job* and *top*. I hear /u/ in the middle of *duck*. *Duck* has a different middle sound than *job* and *top*.**

Ask children to listen to the following words and name the one that has a different middle sound from the others. Say: **Listen for the middle sound in each word: *nap, mug, cut*. Which word has a different middle sound from the other two?** (nap)

Practice/Apply

INDEPENDENT PRACTICE Repeat the procedure, using the following sets of words.

hop, knot, dig (dig)	bag, vet, fan (vet)
tuck, sub, van (van)	let, peg, box (box)
sad, get, man (get)	hum, hit, him (hum)
leg, fix, tin (leg)	had, can, kit (kit)
tap, rug, sun ~~(ran)~~ top	mitt, dress, Ben (mitt)
deck, sit, pig (deck)	cub, lap, tug (lap)
hot, rap, sock (rap)	hand, map, set (set)
mud, pin, fuss (pin)	hen, cut, red (cut)

bag vet fan

Objective

- *To identify a word that has a different medial sound in a set of words*

BELOW-LEVEL

Contrast Word Pairs Contrast two words at a time in each set of words. For example, ask: **Do *hop* and *knot* have the same middle sound? Do *knot* and *dig* have the same middle sound?**

Word Building

phonics Tested

Objectives

- *To build and read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*

Materials

- *Alphabet Cards: a, b, f, g, i, n, p, t, w*
- pocket chart
- *Word Builders*
- *Word Builder Cards: a, b, f, g, i, n, p, t, w*
- drawing paper
- pencils
- crayons

Professional Development

Podcasting: Word Building, Gr. K

Start with the Sounds

HOW ARE THEY DIFFERENT? Tell children that they will be listening to words to tell how they are different. For example, say: **What is the first sound in *fit*?** (/f/) **What is the first sound in *sit*?** (/s/) **How are *fit* and *sit* different?** (They have different beginning sounds.) Continue with the following examples.

- **What is the middle sound in *mitt*?** (/i/) **What is the middle sound in *mat*?** (/a/) **How are *mitt* and *mat* different?** (They have different middle sounds.)
- **What is the ending sound in *tip*?** (/p/) **What is the ending sound in *tin*?** (/n/) **How are *tip* and *tin* different?** (They have different ending sounds.)
- **Which sound is different in *rug* and *rig*?** (the middle sound)
- **Which sound is different in *lot* and *lock*?** (the ending sound)
- **Which sound is different in *fun* and *run*?** (the beginning sound)

Teach/Model

DIBELS Nonsense Word Fluency NWF

Routine Card 13

BLEND WORDS Distribute *Word Builders* and *Word Builder Cards a, b, f, g, i, n, p, t,* and *w* to children. As you place *Alphabet Cards* in a pocket chart, tell children to place the same *Word Builder Cards* in their *Word Builders*. Place *Alphabet Cards w, i,* and *g* in the pocket chart. Then follow the steps on the *Routine Card* to blend the sounds to read the word *wig*.

Routine Card 14

MODEL WORD BUILDING Remind children that when letters in words change, so do the sounds, and that they can make new words by changing letters in words. Have children follow along with you as you model this process. Say: **I made the word *wig* with *w, i,* and *g*. Now if I take away the *w* and put *p* in its place, I have the word *pig*. Blend the sounds with me, /p/ /i/ /g/, *pig*.**

5-DAY PHONICS

- DAY 1 Word Blending
- DAY 2 Word Building
- **DAY 3 Word Building**
- DAY 4 Phonogram *-ox*
- DAY 5 Phonogram *-ix*

Guided Practice

BUILD WORDS Have children continue with the word *pig* in their *Word Builder*. Say:

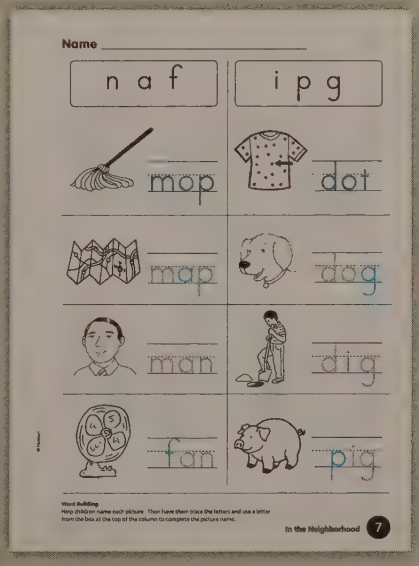
- **Change *g* to *n*. What word did you make?**
- **Change *p* to *f*. What word did you make?**
- **Change *i* to *a*. What word did you make?**
- **Change *n* to *t*. What word did you make?**
- **Change *f* to *b*. What word did you make?**
- **Change *t* to *g*. What word did you make?**
- **Change *a* to *i*. What word did you make?**
- **Change *b* to *f*. What word did you make?**

Independent Practice

WRITE WORDS On the board, write the phrase *a big pig*. Have children draw and label a picture of a big pig.

ELL

Develop Meaning Act out words or show pictures to develop the meanings of the words in the Guided Practice activity.



▲ **Practice Book, p. 7**

High-Frequency Words

Introduce: down Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: down, here, like, this, what*
- word cards *down, like, he, this*

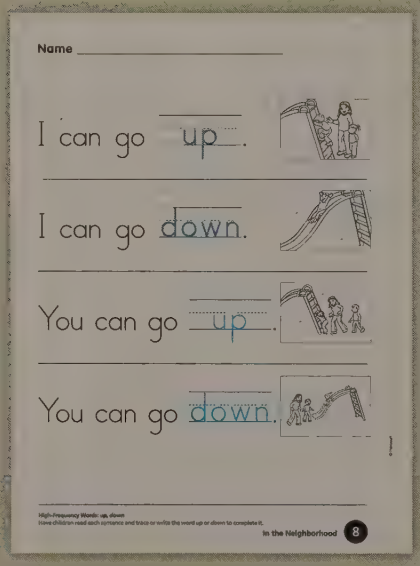
MONITOR PROGRESS

High-Frequency Words

IF	THEN
children have difficulty reading the word *down,*	chant with them, *d-o-w-n, down.*

Small-Group Instruction, p. S4:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name _____

I can go up.

I can go down.

You can go up.

You can go down.

▲ Practice Book, p. 8

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *down* on the board.

- Point to and read *down*. Have children say it with you.
- Say: **I go *down* the stairs.**
- Display the *High-Frequency Word Card down*. Say ***down***.
- Spell the word as you point to each letter. Have children spell the word.
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.

Practice/Apply

GUIDED PRACTICE Distribute the word card *down* (*Teacher Resource Book*, p. 42) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *down*, they should say the word and squat down. Hold up the *High-Frequency Word Cards down, here, what, this,* and *like* until children consistently identify the word *down*.

INDEPENDENT PRACTICE Have pairs of children work with a set of word cards for the words *down, like, he,* and *this* (*Teacher Resource Book*, pp. 37, 38, 42). Children take turns choosing a word card, spelling the word, and reading it.

Summarize

Comprehension

Review

Routine Card 17

SUMMARIZE Display *The Most Perfect Spot*, and tell children that it is a story about a boy and his mother who go on a picnic. Explain that when you are finished reading, you want to tell about what happened on the picnic.

▲ **Library Book**
The Most Perfect Spot

Begin a story map. Say: **When I read, I pay attention to the important events that happen in the story. It helps to write them down in my own words. After reading, I can summarize the story and tell in a few sentences what happened.**

The Most Perfect Spot

At first,

Then,

At the end,

Practice/Apply

DURING READING While reading *The Most Perfect Spot*, use the Monitor Comprehension questions on pages T58–T65. Pause occasionally to summarize what has happened up to that point in the story.

Objective

- *To summarize a story*

Materials

- *Library Book: The Most Perfect Spot*
- chart paper
- marker

Professional Development

Podcasting: Summarize

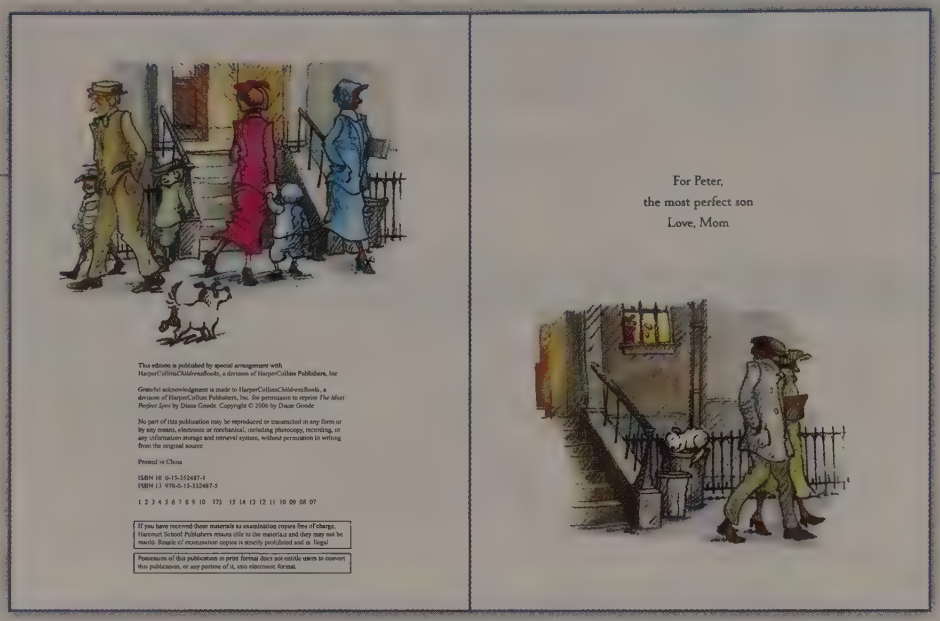
▲ **Practice Book, pp. 9–10**

Monitor Comprehension

Pages 2–5

1 **MAKE PREDICTIONS** Read the title aloud. Page through the book and invite children to look at the illustrations. Ask: **What do you think this story will be about?** (Responses will vary.)

2 **IDENTIFY CHARACTERS' TRAITS** **What kind of boy do you think Jack is? Why do you think so?** (Possible response: kind, thoughtful; because he makes his mother breakfast in bed and invites her to a picnic.)



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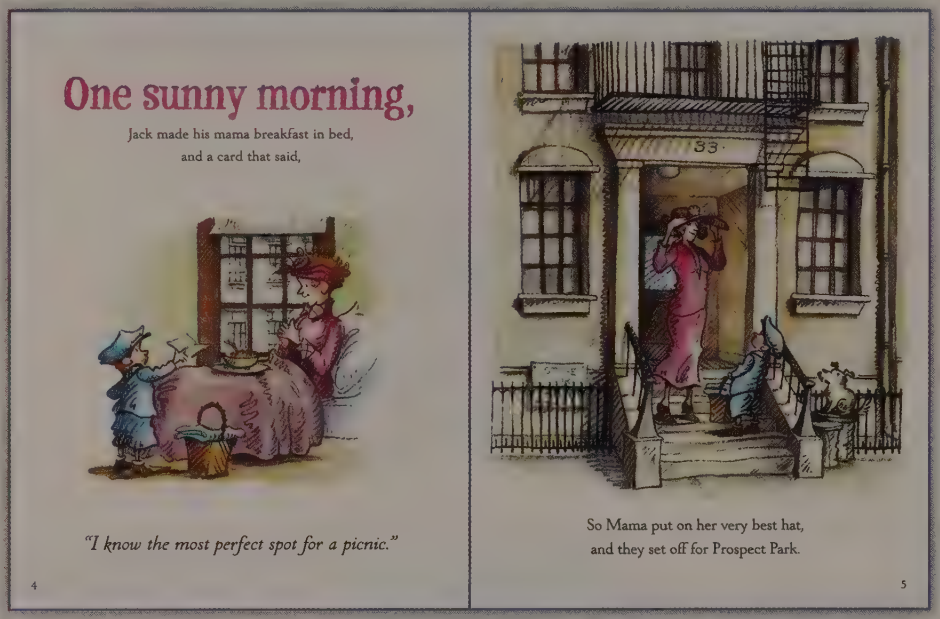
For Peter,
the most perfect son
Love, Mom



One sunny morning,
Jack made his mama breakfast in bed,
and a card that said,

"I know the most perfect spot for a picnic."

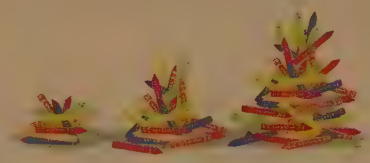
4

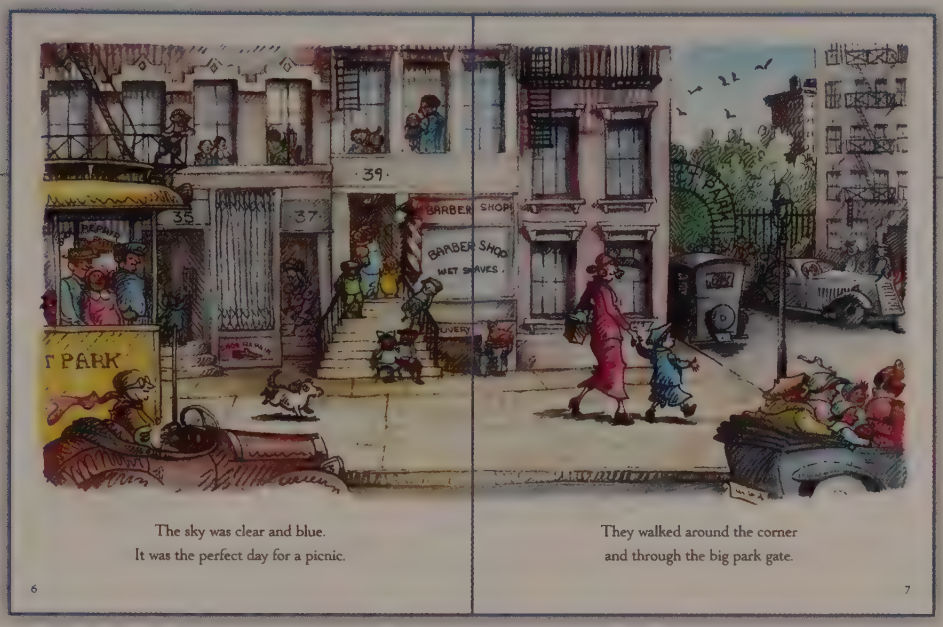
So Mama put on her very best hat,
and they set off for Prospect Park.

5

E L L

Develop Vocabulary Help children understand the meaning of the word *most*. Make three piles of classroom objects, such as crayons. Point out that the one with the largest number of crayons has the *most* crayons.



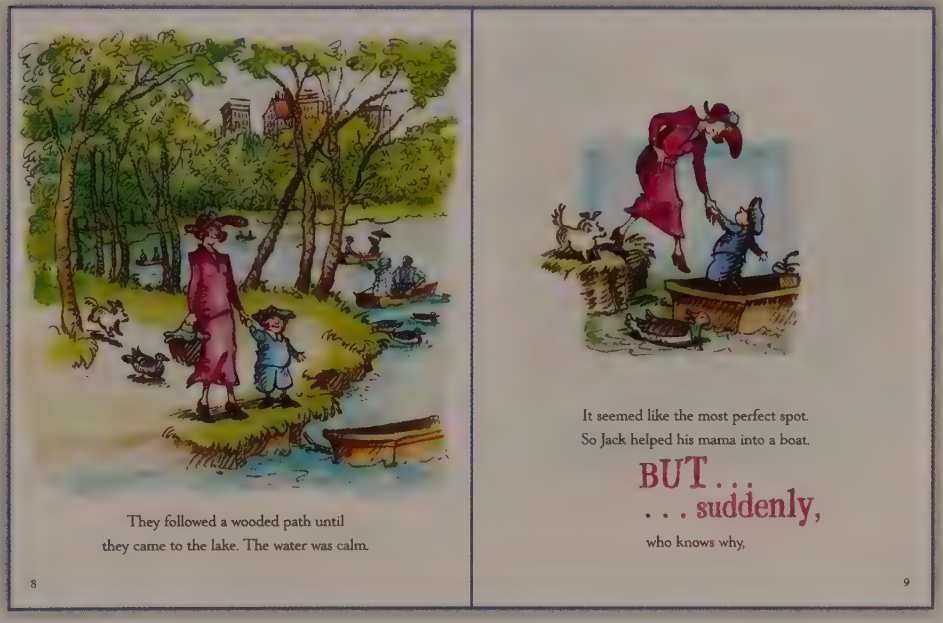


The sky was clear and blue.
It was the perfect day for a picnic.

6

They walked around the corner
and through the big park gate.

7



They followed a wooded path until
they came to the lake. The water was calm.

8

It seemed like the most perfect spot.
So Jack helped his mama into a boat.

BUT . . .
. . . suddenly,

who knows why,

9

Monitor Comprehension

Pages 6–9

1 **SETTING** **Does the story take place long ago or now? Why do you think so?** (Long ago; The people are wearing old-fashioned clothes and the cars are old-fashioned.)

2 Focus Strategy **SUMMARIZE** Model how to summarize for children. **One way I can remember a story is to think about what happens at the beginning, in the middle, and at the end. In the beginning, Jack and Mama go to the park for a picnic.**

BELOW-LEVEL

Recognize Text Patterns Read page 9. Explain that the author uses this pattern each time a new event is about to happen. As you read aloud the story, invite children to join in with the patterned text.

Monitor Comprehension

Pages 10–13

1 **RELATE PICTURES TO TEXT** Read aloud pages 10–11. Model how to use illustrations to get information.

Think Aloud **The story says that the ducks flapped their wings and quacked. But the words don't tell me why. When I look at the picture on page 10, I find out the reason. The dog is chasing the ducks. That is why they are flapping and quacking.**

2 **CAUSE/EFFECT** **Why do Mama and Jack fall in the lake?** (The noise of the ducks startles them.)

Apply Comprehension Strategies

Use Graphic Organizers Remind children that graphic organizers can help them remember and understand a story.

Think Aloud **A lot of things happen in this book. I can keep track of them by filling in a chart.**

Point out the story map and explain how it can help you keep track of what is happening in the story.

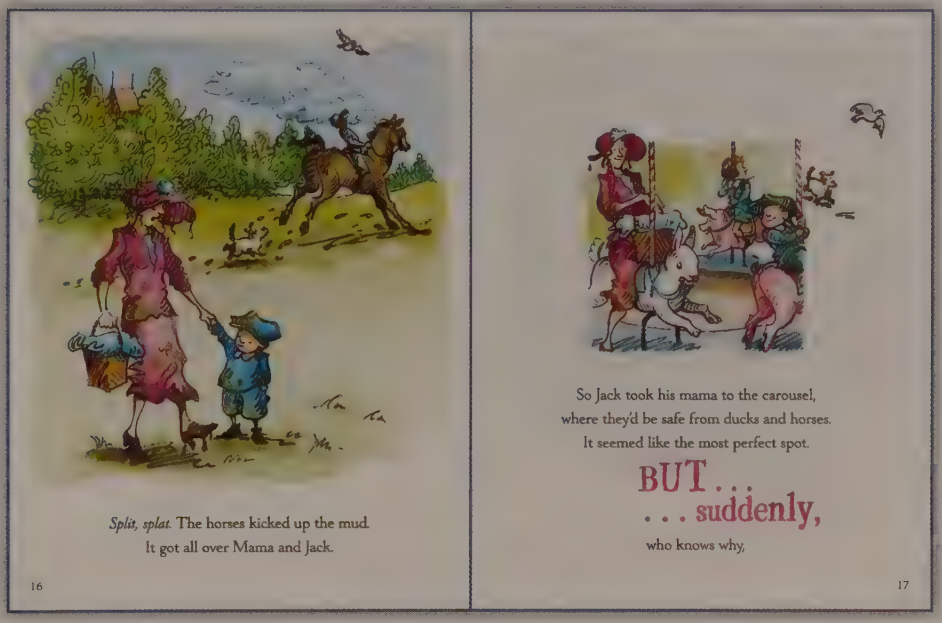
The noise startled Mama. Splash!
She fell into the lake.
Splash! Jack fell in too.
12
"Brrrr. . . ." Jack and Mama were wet and cold,
so they went to dry off in the sun.
It seemed like the most perfect spot.
BUT . . .
. . . suddenly,
who knows why,
13

five riders on horseback came galloping by.

Clippety-clop! Clippety-clop! Splat!

14

15



Split, splat. The horses kicked up the mud.
It got all over Mama and Jack.

So Jack took his mama to the carousel,
where they'd be safe from ducks and horses.
It seemed like the most perfect spot.

BUT . . .
. . . suddenly,

who knows why,

16

17

Monitor Comprehension

Pages 14–17

1 **RELATE PICTURES TO TEXT** **Why do the horses gallop by?** (The dog is barking at them.)

2 **IDENTIFY CHARACTERS' EMOTIONS** **How do you think Mama and Jack feel after the horses gallop by?** (Possible responses: sad, upset, mad)

3 Focus Strategy **SUMMARIZE** Model for children how to summarize. **I can stop here and tell what is happening now. Mama and Jack try to have a picnic, but bad things keep happening. They fall in the lake. Horses cover them with mud.**

VOCABULARY DEVELOPMENT

Read aloud the first sentence on page 17. Tell children that *carousel* is another word for *merry-go-round*. Explain that carousels can be found at parks or fairs. Display the pictures on page 17 and pages 18–19 to help children understand what a carousel is.

Monitor Comprehension

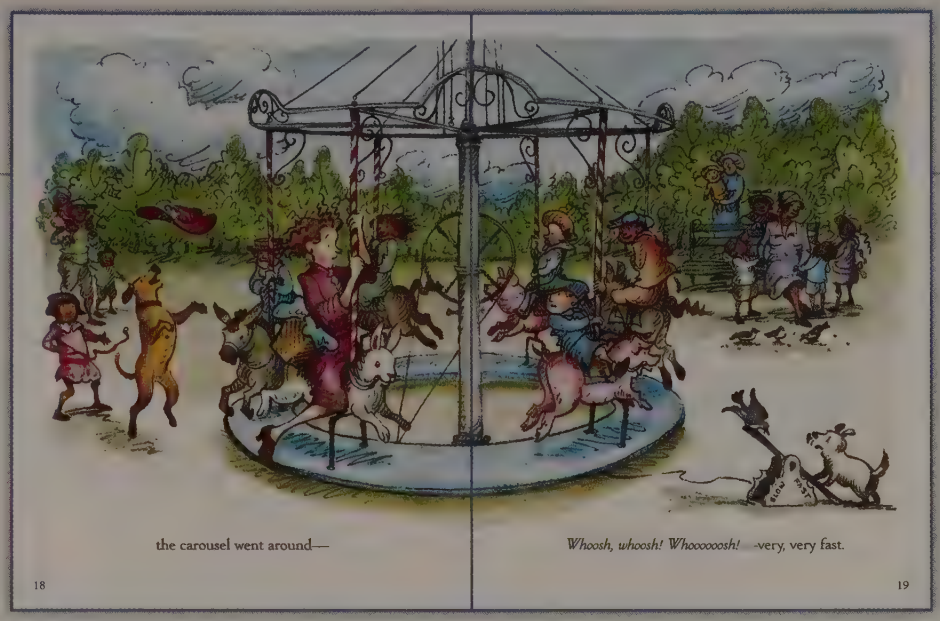
Pages 18–21

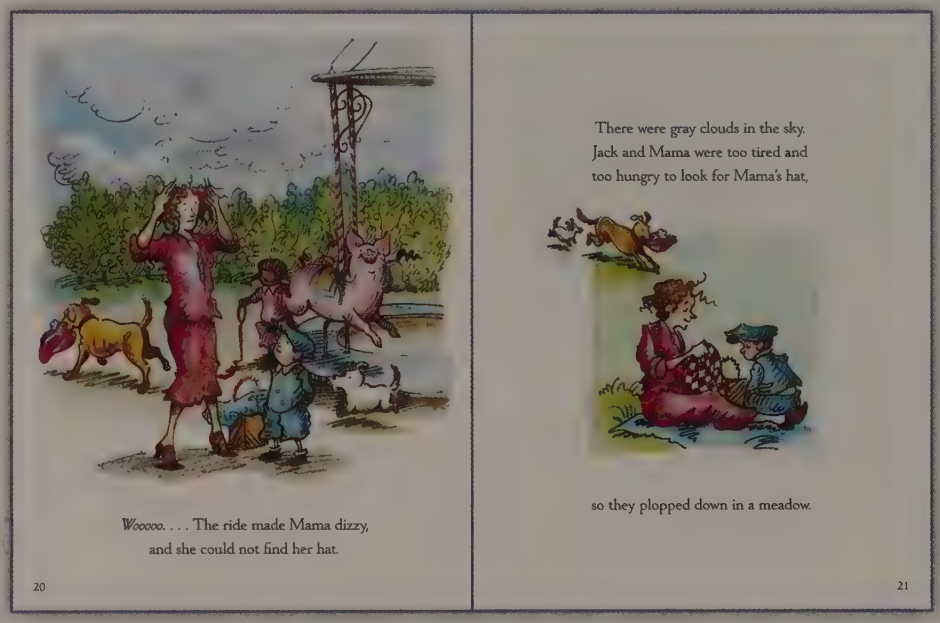
1. **RELATE PICTURES TO TEXT** **Why does the carousel go very, very fast?** (The dog has pushed the control bar to FAST.)

2. **MAKE PREDICTIONS** **The story says there are gray clouds in the sky. What might happen next?** (Possible response: It might rain.)

VOCABULARY DEVELOPMENT

Name Opposites Point to the carousel control bar on page 19 and read the words: *slow, fast*. Tell children that *slow* and *fast* are opposites. Say other words from the story and ask children to name opposite words. Use words such as *day* (night), *big* (small; little), *wet* (dry), *cold* (hot), *up* (down), and *noisy* (quiet).




Wooooo. . . . The ride made Mama dizzy,
and she could not find her hat.
20
There were gray clouds in the sky.
Jack and Mama were too tired and
too hungry to look for Mama's hat,
so they plopped down in a meadow.
21

It was noisy—"*Yakety-yak-yak*"—and before

22

they could eat, it began to rain, *pitter-patter-pitter, pat . . .*

23

. . . and suddenly, who knows why, a pack of dogs ran past,

24

barking, "*Arf, arf! Woof, woof!*" And then it began to pour!

25

Monitor Comprehension

Pages 22–25

1 **CONFIRM PREDICTIONS** **What happens before Mama and Jack can eat?** (It rains.)

2 Focus Strategy **SUMMARIZE** Model for children how to summarize. **In order to remember the story, I will tell what else has happened in the middle of the story. Bad things still keep happening to Mama and Jack. The carousel goes around so fast that Mama is dizzy and loses her hat. Then it starts to rain and a pack of dogs runs by.**

E L L

Explain Usage Read aloud the last sentence on page 25. Demonstrate the meaning of *pour* by pouring water out of a pitcher. Have children pantomime what they would do if the rain poured down on them.

Monitor Comprehension

Pages 26–29

1. **INTERPRET STORY EVENTS** **What problem do Mama and Jack have in the story?** (They cannot find the perfect spot for their picnic.)

2. **DRAW CONCLUSIONS** Stop after reading page 27. Ask: **Why don't Mama and Jack look back?** (Possible response: It is raining hard and they want to get inside.)

"This park does NOT have the most perfect spot for a picnic!" Jack said. So he took his mama by the hand and they ran through a park gate.

26

They did not look back!

27

They ran around the corner, *splish-splash, squish.* They ran through the wet streets . . .

28

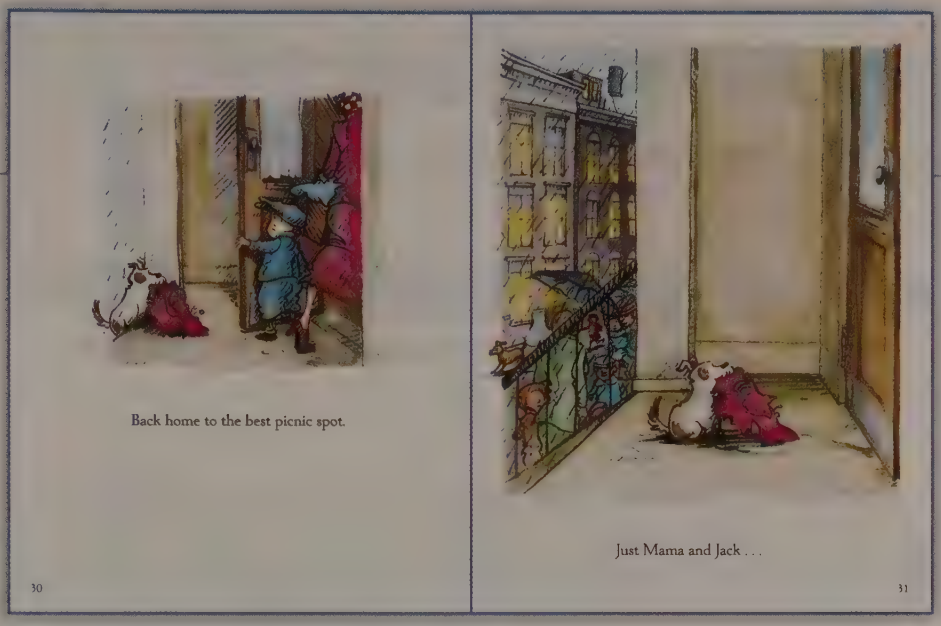
. . . and all the way up the stairs.

29

SOCIAL STUDIES

SUPPORTING STANDARDS

Discuss the Past Remind children that they have already figured out that this story takes place long ago. Page through the book. Ask children to describe the clothing and compare it to the clothing people wear now. Have them compare the ways people in the book travel and the ways people travel now.



Monitor Comprehension

Pages 30–32

1 **INTERPRET STORY EVENTS** **How do Mama and Jack solve their problem?** (They have their picnic inside.)

2 Focus Skill **REALITY/FANTASY** **Is this story realistic or a fantasy? Why do you think so?** (realistic, because everything that happens could happen in real life)

After Reading

Focus Strategy **SUMMARIZE** Model how to complete the story map by writing about the ending. Then guide children to use the story map to summarize the story.

Think Aloud **At the end of the story, Jack and Mama go back to their house and have a picnic there.**

At first Jack and Mama go to the park for a picnic.

↓

Then Jack and Mama try to have a picnic, but bad things keep happening to them.

↓

In the end Jack and Mama go back to their house and have a picnic there.

Build Robust Vocabulary

Listening/Speaking: *Words About the Library Book*

Objective

- *To develop robust vocabulary by discussing words related to literature*

INTRODUCE

famished If you are *famished*, you are very hungry.

modify To *modify* something means to change it a little.

unfortunate If you are *unfortunate*, you have bad luck.

ADVANCED

Talk about *un-* Tell children that the word *unfortunate* means "not fortunate." Then name some other words that begin with the prefix *un-*, and give definitions of the words. For example:

unfair	not fair
unlucky	not lucky
unlike	not like
unlocked	not locked

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1. **Selection Context:** By the end of the story, Jack and Mama are **famished** because they haven't been able to eat their picnic lunch.
4. **Interact with Word Meaning:** A person who is famished is very hungry. If you were famished, would you eat a sandwich or read a book?

1. **Selection Context:** In the story, Jack and Mama have to **modify** their picnic plans and eat at home.
4. **Interact with Word Meaning:** If I could not get to an appointment, I would modify the time. When would you modify something, when you liked it or when you thought it could be better?

1. **Selection Context:** **Unfortunate** things happen to Jack and Mama.
4. **Interact with Word Meaning:** A person might feel unfortunate if his car broke down on the way to work. Would you feel unfortunate if you found a dollar or if you lost a dollar?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Pantomime what they might do if they were famished.
- Explain how they could modify a picture they have drawn.
- Tell about a story character they feel was unfortunate.

Shared Writing

Description of a Person

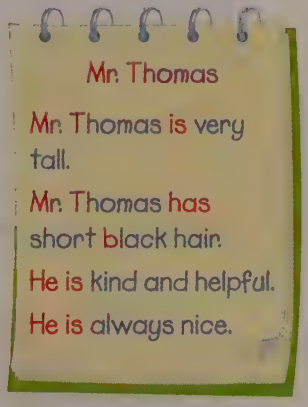
Write Together

BRAINSTORM Tell children that today you are going to work together to write a description of a school worker. Ask children to name some people who work at the school. List their ideas on the board.

SHARE THE PEN Together, decide on a school worker to write a description about. Ask children to think of words that tell about the school worker.

WRITING TRAIT **WORD CHOICE** Remind children that when writing a description it is important to use words that make a clear picture for the reader. Model for children how to get ideas for describing words.

- **First, I'll write the principal's name at the top of the page. That's who we're going to write about.**
- **Then I'll think of words that tell about what the principal looks like.** Ask children to think of words that tell what the principal looks like. Write children's ideas on the chart paper.
- **Last, I'll think of other words that tell about the principal.** Ask children to think of words that tell what the principal is like. Write children's ideas on the chart paper.
- As you write the description, encourage children to write letters or words they know.



Share

READ THE DESCRIPTION Read aloud the description, tracking the print on the chart paper. Save the description for review on Day 5.

Objective

- *To write a description of a person*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Day at the Park

Have children draw and write about what they would like to do during a day at the park.

ELL

Demonstrate Meaning Help children understand the meanings of the describing words you use to write. For example, hold your hand up to show what *tall* means. Point to something in the classroom that is *black*.

Day at a Glance

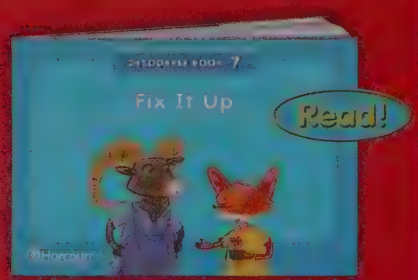
Day 4

Phonemic Awareness
- Phoneme Categorization: Medial

phonics
- Phonogram -ax

High-Frequency Words
- Review: *up*, *down*

Reading
- *Decodable Book 7: Fix It Up*



▲ Decodable Book 7

Comprehension
Review: Reality/Fantasy
- *Library Book: The Most Perfect Spot*

Robust Vocabulary
- Review: *famished, modify, unfortunate*

Writing
- Independent Writing: Description of a Person

Warm-Up Routines

Begin with a Song

Objective *To sing an age-appropriate song*

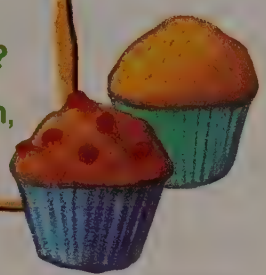
SING A SONG Tell children that they are going to sing a song about a baker, a person who works in a neighborhood. Talk about what a baker does.

Read the title of the song to children. Then ask them to listen carefully as you recite the lyrics to "The Muffin Man." Sing the song, encouraging children to join in. You may also wish to play the song on the *Music CD*.

The Muffin Man

Do you know the Muffin Man,
the Muffin Man, the Muffin Man?

Oh, do you know the Muffin Man,
who lives on Drury Lane?



Oral Language

Objective *To contribute to a discussion*

DISCUSS MASS MEDIA Tell children that on a walk through a neighborhood they might see many different kinds of signs. Ask: **What signs have you seen?** Talk about different signs, billboards, and environmental print materials that give information. Ask children to tell about the kinds of information they might get from each of these sources.

Phonemic Awareness

Phoneme Categorization: Medial

Tested

Review

LISTEN FOR SOUNDS Remind children that they have been listening for words that have different sounds in the middle. Then read the following rhyme to children and model how to listen for a word that has a different middle sound than the other two. Say:

I will say three words to you.

One of the words is not like the other two.

Hid, fox, dip.

Which word does not belong? *fox*

Practice/Apply

INDEPENDENT PRACTICE Repeat the rhyme, using the following words. Have children repeat each set of words and name the word that has a different middle sound from the other two.

luck, sit, fun (sit)

lock, gum, top (gum)

ten, peck, rag (rag)

red, cot, mop (red)

tip, mom, dig (mom)

yam, fit, kiss (yam)

Spiral Review

PHONEME IDENTITY: FINAL Remind children that they have been listening for sounds in words. Explain that they will now name the ending sound that is the same in a set of words. Say: **I will say three words: *pat, cut, net.* They all have the same sound at the end: /t/. Listen again: *pat, cut, net.*** Have children repeat each set of words and name the sound that is the same in each set.

tan, fin, den (/n/)

jug, wig, bag (/g/)

yes, bus, miss (/s/)

gum, him, jam (/m/)

sad, kid, nod (/d/)

zip, cup, mop (/p/)

Objectives

- *To identify a word that has a different medial sound in a set of words*
- *To identify common final sounds in words*

BELOW-LEVEL

Segment Sounds Help children discriminate the sounds in words by segmenting the sounds in each word as you say it aloud. For example, say: **/h/ /i/ /d/, hid; /f/ /o/ /ks/, fox; /d/ /i/ /p/, dip.**

Phonogram -ox

phonics Tested

Objectives

- *To blend sounds to read simple one-syllable words*
- *To understand that as the letters in words change, so do their sounds*
- *To write consonant-vowel-consonant words*

Materials

- *Write-on/Wipe-off Boards*
- chart paper
- marker
- drawing paper
- crayons
- pencils

Discriminate Sounds

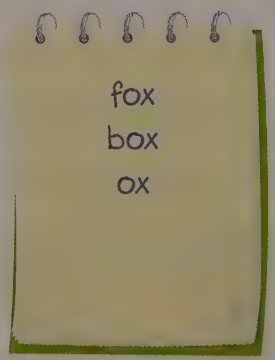
IDENTIFY RHYMING WORDS Say the words *box* and *fox*, and have children repeat them. Ask how the two words are the same. (They both have /oks/; they rhyme.) Tell children you are going to say pairs of words. If the words rhyme, children say "They rhyme." If the words do not rhyme, children say nothing. Use the following pairs of words.

sip, hat	**fin, tan**	**net, let**
rug, hug	**ox, fox**	**fox, box**

PRODUCE RHYMES Then tell children that you are going to say a word. They will think of a word that rhymes with it, raise their hand, and say the rhyming word when you call on them. Use the following words: *ox, pan, hop.*

Teach/Model

READ WORDS WITH *-ox* Write the word *fox* on chart paper. Track the print as children read the word. Then write the word *box*. Again, track the print as children read the word. Ask children to read the two words. Then point out that the words rhyme; they both end in /oks/. Explain that the words *fox* and *box* are in the *-ox* word family because they both end in *-ox*. Continue by writing the word *ox* and having children read the word.



5-DAY PHONICS

- DAY 1 Word Blending
- DAY 2 Word Building
- DAY 3 Word Building
- DAY 4 Phonogram *-ox*
- DAY 5 Phonogram *-ix*

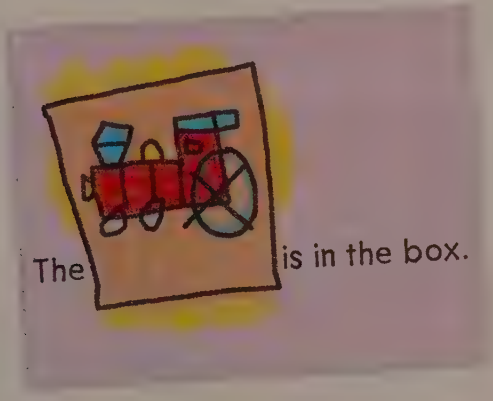
Practice/Apply

GUIDED PRACTICE Write the words *box, hen,* and *dot* on the board, and have children read each word. If the word is in the *-ox* word family, have children write it on their *Write-on/Wipe-off Board*.

Then have children listen as you say the words *lot, sun, ox,* and *fox*. As you say each word, have them write it on their *Write-on/Wipe-off* Board if it is in the *-ox* word family. Suggest that children use the words on the board for reference.

lot **sun** **ox** **fox**

INDEPENDENT PRACTICE Write the following sentence frame on the board: *The _____ is in the box.* Read it aloud with children. Have children write the sentence frame and write a word or draw a picture to complete the sentence. Children can read their completed sentence to the group.



BELOW-LEVEL

Review Letters Before children read words, write the letters *o, x, b,* and *f* on the board. Review the letter names and sounds. Point to letters at random and ask children to tell the letter name and its sound.

Reading

Apply Phonics

Objectives

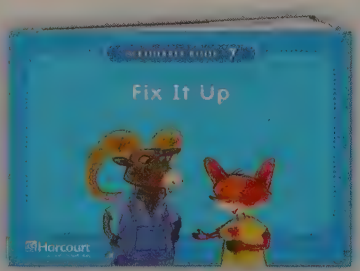
- *To decode words*
- *To read simple words in connected text*

Materials

- *Photo Cards: box, cat, fox, pig, sun*
- pocket chart
- *High-Frequency Word Cards: up, down*
- *Decodable Book 7: Fix It Up*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  up, down, the, for



▲ Decodable Book 7

Review

IDENTIFY WORDS WITH *-ox* Display *Photo Cards box, cat, fox, pig,* and *sun*. Have children name each picture and identify the picture names that are in the *-ox* word family.

REVIEW HIGH-FREQUENCY WORDS Place the *High-Frequency Word Cards up* and *down* in the pocket chart. Ask volunteers to read each word. Point to the words repeatedly and at random, having children say the word you point to each time.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *Fix It Up*. Ask a child to read the title. Explain that this book is about two friends who fix up a box. Invite children to share their purpose for reading.

Options for Reading

BELOW-LEVEL

Chime In Read through *Fix It Up* as children follow along in their own books. On a second reading, encourage children to chime in with you.

ON-LEVEL

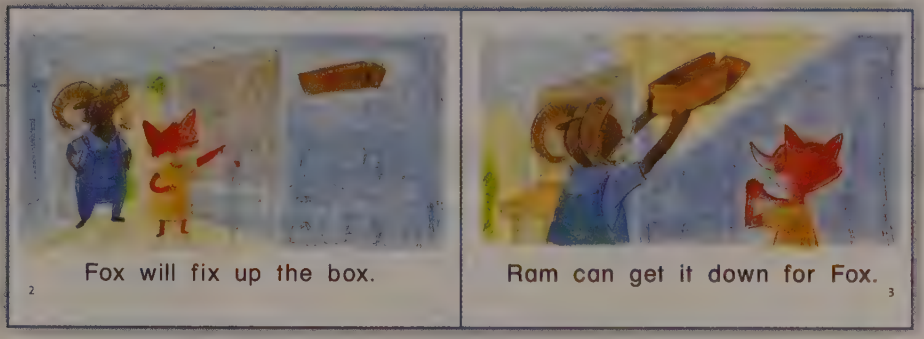
Paired Reading Have partners read *Fix It Up* together. Children can take turns reading alternate pages. Use the Monitor Comprehension questions to gauge their understanding of the story.

ADVANCED

Act It Out Partners can read *Fix It Up* together. After reading, encourage them to act out the story.

ELL

Read and Pantomime Read each page of *Fix It Up* aloud and pantomime how the animals fix the box. Guide children through the story, using the Monitor Comprehension questions.

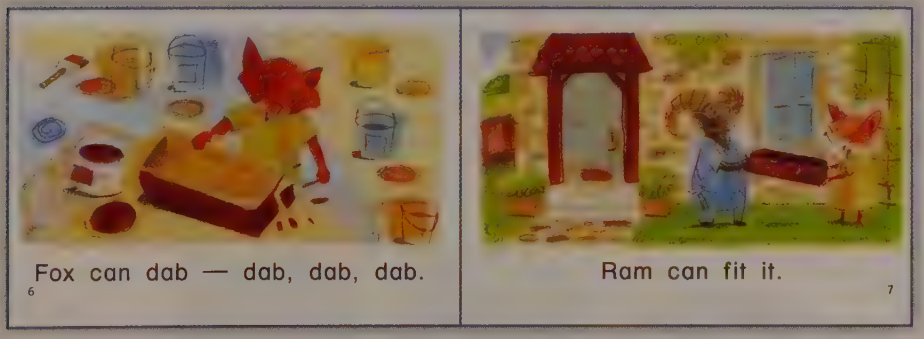


Fox will fix up the box. 2

Ram can get it down for Fox. 3

Fox can tap it — tap, tap, tap. 4

Ram can mix it — mix, mix, mix. 5



Fox can dab — dab, dab, dab. 6

Ram can fit it. 7

Fox can fill it up. 8

Monitor Comprehension

1 **REALITY/FANTASY** **Is this story realistic or a fantasy? Why do you think so?** (a fantasy, because in real life animals cannot use tools to fix up a box)

2 **MAKE COMPARISONS** **How has the box changed from the beginning of the story to the end of the story?** (At the beginning, the box is empty and in bad condition. At the end, the box is freshly painted and filled with flowers.)

3 **DRAW CONCLUSIONS** **Do you think Ram and Fox fix other things? Why do you think so?** (Responses will vary.)

Professional Development

Podcasting: Auditory Modeling, Reading Decodable Text, Gr. K

Build Fluency

Repeated Reading Have children reread *Fix It Up* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)

www.harcourtschool.com/storytown

Reality/Fantasy

Comprehension

Tested

Objectives

- *To listen to and respond to a story*
- *To understand the difference between reality and fantasy*

Materials

- *Library Book: The Most Perfect Spot*
- *Story Retelling Cards: The Most Perfect Spot*

Review

BEFORE READING Remind children that some stories are realistic because the things that happen in them could happen in real life. Some stories are fantasies because the things that happen in them couldn't happen in real life.

▲ Library Book
The Most Perfect Spot

Display the cover of the *Library Book: The Most Perfect Spot*. Ask: **Is this book a story or an information book? How can you tell?** Browse through the book with children and have them give reasons for their choice.

Remind children that stories can be either realistic or make-believe. Ask: **How can you tell if a story is realistic? How can you tell if a story is a fantasy?** Tell children to think about whether this story is realistic or a fantasy as you read it aloud.

Practice/Apply

DURING READING As you read the story aloud, pause periodically to ask about story events. Ask: **Could this happen in real life?**

AFTER READING Discuss the story with children. Ask:

- **Could this story really happen? Why do you think so?** (Yes, because everything that happens in the story could happen in real life.)
- **What part of the story do you think is the funniest?** (Responses will vary.)
- **Do Jack and Mama make a good choice by going home for a picnic? What else could they have done?** (Possible response: Yes, because it was raining so hard. They could have also waited until the rain stopped and tried to picnic outdoors again.)

Respond to Literature

RETELL AND RESPOND Have children use the *Story Retelling Cards* to retell the story. Then encourage them to relate story characters and events to their own lives. Guide them to connect their own experiences with those of others. Tell children that Jack and Mama went to the park to have a picnic. Ask: **Has your family ever had a picnic before? Where did you go? What types of things did you take on the picnic?**

▲ Story Retelling Cards 1–6, *The Most Perfect Spot*

MONITOR PROGRESS

Comprehension: Reality/Fantasy

IF	THEN
children have difficulty distinguishing reality and fantasy,	name several realistic and make-believe events and ask: **Could this happen in real life?** Explain that if it could, it is realistic; if it couldn't, it is a fantasy.

Small-Group Instruction, p. S5:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Build Robust Vocabulary

Listening/Speaking: *Words About the Library Book*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

Student-Friendly Explanations

famished If you are *famished*, you are very hungry.

modify To *modify* something means to change it a little.

unfortunate If you are *unfortunate*, you have bad luck.

BELOW-LEVEL

Say Sentences Review with children the meaning of the word *famished*. Then have them complete the following sentence starter: **I am so famished I could eat ____.** Follow a similar process for the other vocabulary words.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations for *famished*, *modify*, and *unfortunate*. Then discuss each word, using the following examples.

famished

- **Which word means almost the same thing as famished, silly or hungry?**
- **Would you be more likely to feel famished before or after eating a big meal? Why?**
- **If you are famished, would you be more likely to go to a bank or to a restaurant? Why?**

modify

- **If you were playing hide-and-seek and your friend had to go home, how would you modify your plans?**
- **What is something that you could do to modify your outfit?**

unfortunate

- **Which word is the opposite of unfortunate, lucky or busy? Tell why.**
- **Which would make you feel unfortunate, losing a toy or finding a toy? Why?**

Independent Writing

Description of a Person

5-DAY WRITING

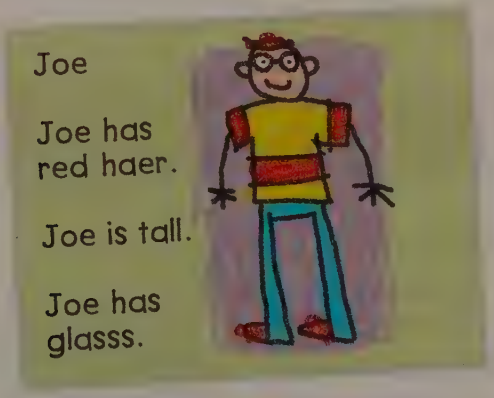
- DAY 1 Modeled Writing
- DAY 2 Shared Writing
- DAY 3 Shared Writing
- DAY 4 Independent Writing
- DAY 5 Independent Writing

Write Independently

DISCUSS DESCRIPTIONS Remind children that they have been learning about how to write descriptions of people. Ask: **When we write a description of a person, what do we tell about?** Discuss how describing words tell about what a person looks like and acts like. Talk about different describing words, such as *tall*, *short*, *nice*, and *friendly*. Write a list of describing words on the board.

WRITING TRAIT **WORD CHOICE** Remind children that in a description it is important to use words that help a reader get a clear picture of what the person is like. Work with children on their choice of words, suggesting words that will help them write a better description.

WRITE A DESCRIPTION Tell children that they are going to write a description of a friend in the class. Have children choose a classmate to write about. Ask them to print the child's name at the top of the page. Then have them draw a picture of the classmate. Ask children to write some sentences that describe the classmate.



Share

READ THE DESCRIPTION Invite children to display their work and read their descriptions to the class.

Objective

- *To write a description of a person*

Materials

- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Neighborhood
Have children draw and write about their neighborhood.

ADVANCED

Use Describing Words Ask children to think of other words they can use to describe their classmate. Encourage them to revise their writing to include those words.

Day at a Glance

Day 5

Warm-Up Routines

Phonemic Awareness

- Phoneme Categorization: Medial

phonics

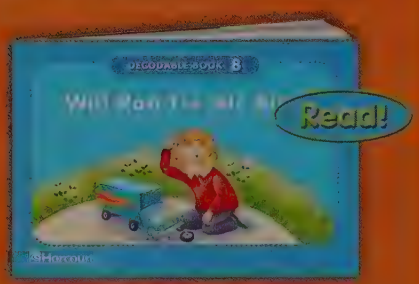
- Phonogram -ix

High-Frequency Words

- Review: *up, down*

Reading

- *Decodable Book 8: Will Ran Fix His Rig?*



▲ Decodable Book 8

Comprehension

Focus Strategy

Review: Summarize

- *Read-Aloud Anthology:* "The Town Mouse and the Country Mouse," pp. 54–57

Robust Vocabulary

- Review: *contrast, meander, tidy, famished, modify, unfortunate*

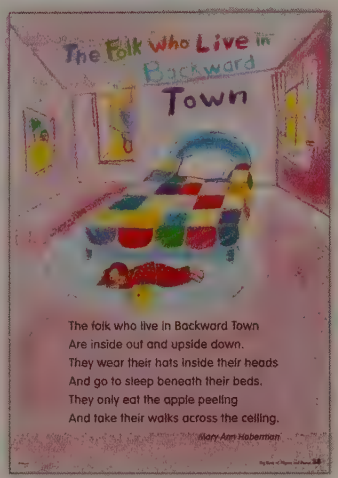
Writing

- Independent Writing: Description of a Person

Begin with a Poem

Objective *To learn and recite a poem*

RECITE A POEM Tell children they are going to listen to and learn a poem about people who do things backward. Display page 38 of the *Big Book of Rhymes and Poems* and read the title of the poem aloud. Then teach children the poem. Invite them to recite the poem along with you. Explain that they can use the rhythm and rhyme of the poem and have fun saying it together.

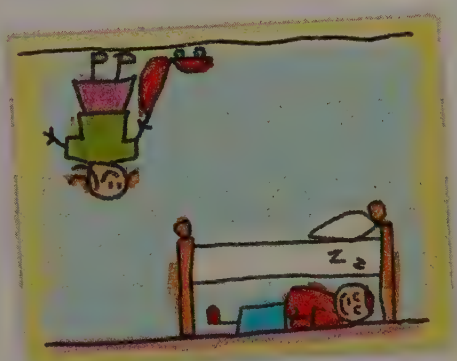

The Folk Who Live in Backward Town
The folk who live in Backward Town
Are inside out and upside down.
They wear their hats inside their heads
And go to sleep beneath their beds.
They only eat the apple peeling
And take their walks across the ceiling.
Mary Ann Hoberman

▲ Big Book of Rhymes and Poems, p. 38

Oral Language

Objective *To respond to a poem*

DRAW AND DISCUSS Reread the poem "The Folk Who Live in Backward Town." Invite children to respond to it through drawing. Invite volunteers to come to the board and draw a picture showing people doing something backward. Discuss how children interpret the poem in their drawings. Further discuss the drawings and the poem with the class.



Phonemic Awareness

Phoneme Categorization: Medial

Tested

Review

LISTEN FOR SOUNDS Model for children how to use the following rhyme to listen for words that have a different medial sound. Say:

I will say three words to you.

One of the words is not like the other two.

Jog, sat, cap.

Which word does not belong? *jog*

Practice/Apply

INDEPENDENT PRACTICE Repeat the rhyme, using the following words. Have children repeat each set of words and name the word that has a different middle sound from the other two.

web, hip, jet (hip)

bag, sun, cut (bag)

rig, hid, puff (puff)

cap, tin, ham (tin)

log, not, bed (bed)

dot, leg, hen (dot)

Spiral Review

PHONEME IDENTITY: FINAL Remind children that they have been listening for sounds that are different in sets of words. Tell them that now they will listen for the sound that is the same at the end of words. Say: **I will say three words: *tap, lip, cup*. They all have the same sound at the end: /p/. Listen for the ending sound as I say each word again: *tap, lip, cup*.** Have children repeat each set of words and name the sound that is the same in each set.

lid, fed, pad (/d/)

cab, knob, rub (/b/)

ten, van, win (/n/)

hog, sag, tug (/g/)

top, rip, map (/p/)

tax, fix, box (/ks/)

Objectives

- *To identify a word that has a different medial sound in a set of words*
- *To identify common final sounds in words*

BELOW-LEVEL

Emphasize Middle Sounds

Provide more support as children listen to each set of words. Say the first word in the set, emphasizing the middle sound: **/weeb/**. Have children repeat the word after you. Continue in the same way with **/hiip/** and **/jeet/**. Then ask: **Which word has a different middle sound: /weeb/, /hiip/,** or **/jeet/?** Repeat the procedure for other sets of words.

Phonogram *-ix*

phonics Tested

Objectives

- *To blend sounds to read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*
- *To write consonant-vowel-consonant words*

Materials

- *Write-on/Wipe-off Boards*
- paper
- glue or glue sticks
- scissors
- *Teacher Resource Book*, p. 77

Discriminate Sounds

IDENTIFY RHYMING WORDS Say the words *jam, mix,* and *fix* and have children repeat them. Point out that *mix* and *fix* rhyme because they both end with /iks/. *Jam* does not rhyme with *mix* and *fix* because it ends with /am/. Tell children that you are going to say sets of words. They should tell you the words that rhyme in each set of words.

mix, six, top

fun, bun, fan

six, den, fix

can, fan, dig

red, log, fog

box, mix, fox

Teach/Model

READ WORDS WITH *-ix* Write the word *six* on the board. Track the print as children read the word. Then write the word *fix*. Again, track the print as children read the word. Ask children to read the two words. Tell them how the words are the same: they both end in /iks/; they rhyme. Explain that the words *six* and *fix* are in the *-ix* word family because they both end in *-ix*. Continue by writing the word *mix* and having children read the word.

5-DAY PHONICS

DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ox*
DAY 5	Phonogram *-ix*

Practice/Apply

GUIDED PRACTICE Write the words *fix*, *hat*, and *bed* on the board, and have children read each word. If the word is in the *-ix* word family, have children write it on their *Write-on/Wipe-off Board*.

Then have children listen as you say the words *six*, *man*, *wig*, and *mix*. As you say each word, have them write it on their *Write-on/Wipe-off Board* if it is in the *-ix* word family. Suggest that children use the words on the board for reference.

six man wig mix

INDEPENDENT PRACTICE Distribute copies of *Teacher Resource Book* page 77. Have children cut out the pictures and find pictures whose names end in *-ox* or *-ix*. Have them fold a sheet of paper in half and glue pictures of things in the *-ix* word family on one side and glue pictures of things in the *-ox* word family on the other.

ELL

Build Vocabulary Explain or demonstrate the meanings of unfamiliar words that children write. For example, pantomime fixing a broken toy, pantomime mixing ingredients in a bowl, and display a set of six objects.

six

Reading

Apply Phonics

Objectives

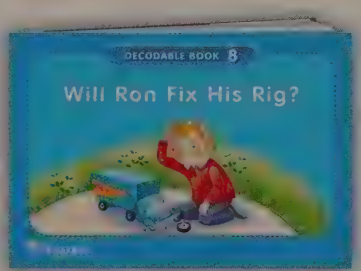
- *To decode words*
- *To read simple words in connected text*

Materials

- copies of word cards *up* and *down*, *Teacher Resource Book*, p. 42
- *Decodable Book 8: Will Ron Fix His Rig?*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  up, down, go, to, the, he



▲ Decodable Book 8

Review

READ WORDS Write the word *six* on the board. Model blending the sounds as you run a finger under each letter. Say: **/s/ /i/ /ks/. Say it with me: /s/ /i/ /ks/, *six*.** Run a finger under the letters, having children read the word. Repeat for *mix* and *fix*.

REVIEW HIGH-FREQUENCY WORDS Distribute word cards *up* and *down* (*Teacher Resource Book*, page 42) to each child. Use the word *up* in a sentence. Have children listen to the sentence, find the word card, and hold it up. Repeat for the word *down*. Continue the procedure with other sentences using *up* and *down*.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *Will Ron Fix His Rig?* Invite a volunteer to read the title. Tell children that this book is about a boy with a broken toy truck. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Review High-Frequency Words Have children review the high-frequency words *up* and *down* before reading *Will Ron Fix His Rig?*

ON-LEVEL

Guided Comprehension Guide children through the story, using the Monitor Comprehension questions. Then discuss the story with children.

ADVANCED

Independent Reading Have children read *Will Ron Fix His Rig?* on their own. Remind them to read with appropriate expression.

ELL

Preview Before children read *Will Ron Fix His Rig?*, identify the rig and the characters Ron, Dan, and Al in the illustrations. Then guide children through the story, using the Monitor Comprehension questions.

Ron has a rig he can not fix.

2

Dan has his kit to fix it.

3

Dan can not fix it.

4

Al has his kit to fix it.

5

Al will go down to fix it.

6

Will Al fix it up?

7

Al can fix the rig!

8

Monitor Comprehension

1 **REALITY/FANTASY** **Is this story realistic or make-believe? Why do you think so?** (realistic, because everything that happens could happen in real life)

2 **IDENTIFY CHARACTERS' TRAITS** **What kind of boy is Al? Why do you think so?** (Possible response: helpful, kind; because he fixes Ron's rig)

3 **SUMMARIZE** **What is this story about?** (A boy who breaks his rig gets help from his friends to fix it.)

Professional Development

Podcasting: Auditory Modeling, Reading Decodable Text, Gr. K

Build Fluency

Repeated Reading Have children reread *Will Ron Fix His Rig?* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)

www.harcourtschool.com/storytown

Summarize

Comprehension

Objective

- *To summarize a story*

Materials

- *Read-Aloud Anthology:* "The Town Mouse and the Country Mouse," pp. 54–57
- chart paper
- marker

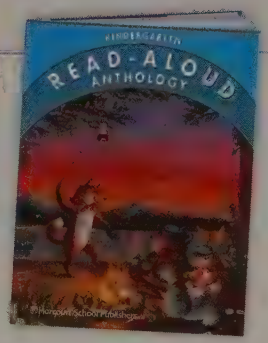
"RESEARCH SAYS"

"[S]ummarization training had a significant effect on the recall of major information in a studying task, but did not significantly affect recall of minor information."

—Rinehart, Stall, & Erickson (1986, p. 433)

Review

SUMMARIZE Remind children that they can summarize a story by telling the important things that happen in the story. Display the story map from Day 3, page T57. Recall with children that you summarized the story *The Most Perfect Spot* by saying a few sentences to tell about the important things that happened in the beginning, in the middle, and at the end.



▲ **Read-Aloud Anthology: "The Town Mouse and the Country Mouse," p. 54**

Routine Card 17

Tell children that you are going to read them another story. Explain that as you read this story, you will complete another story map like this one to help you summarize the story. Read aloud the title of the story. Explain that "The Town Mouse and the Country Mouse" is a version of a folktale. Remind children that a folktale is a story that has been told again and again over many, many years.

The Town Mouse and the Country Mouse

At first:

↓

Then:

↓

At the end:

As you read, model for children how to summarize what happens in the beginning, in the middle, and at the end of the story.

Think Aloud **I will tell what happens in the beginning of the story in one or two sentences. At first, the Town Mouse visits the Country Mouse. The Town Mouse thinks that the country is boring.**

Practice/Apply

DURING READING Help children note the important events in the story. Write their ideas in the story map. At the end, use the information in the story map to summarize the story.

At first: The Town Mouse visits the Country Mouse. The Town Mouse thinks the country is boring.

↓

Then: The Country Mouse visits the Town Mouse. The Country Mouse thinks the city is scary.

↓

At the end: The Country Mouse goes back to the country. Both mice are happy to live where they do.

RESPOND Have children draw a picture to show where they would like to live, the country or the city. Tell them to write a label for their illustration. When children have finished, take an informal vote of the class's favorite place by counting country pictures and city pictures.

ADVANCED

Summarize Have children summarize the story in their own words. Prompt them to use the words *at first, then,* and *in the end.*

Build Robust Vocabulary

Listening/Speaking: *Weekly Review*

Objectives

- *To develop robust vocabulary through meaningful experiences*
- *To understand and use new vocabulary*

Review

contrast	**famished**
meander	**modify**
tidy	**unfortunate**

MONITOR PROGRESS

Robust Vocabulary

IF	**THEN**
children do not demonstrate understanding of the words,	provide sentences and ask questions, such as **I meander in the shopping mall. Do I walk quickly or slowly?**

Small-Group Instruction, pp. S6–S7:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Review

USE ROBUST VOCABULARY Tell children that they have learned some interesting words this week: *contrast, meander, tidy, famished, modify,* and *unfortunate*. Remind children of the Student-Friendly Explanations as necessary. Ask the following questions to gauge children's understanding of the words.

- **If someone asks you to *tidy* a room, what will you do? Why?**
- **Would it be *unfortunate* if it rained during a trip to the beach? Tell why.**
- **Would a person be more likely to *meander* on a crowded city street or on a park path? Tell why.**
- **What might you do if you felt *famished?* Why?**
- **If someone asks you to *contrast* two books, will you tell how the books are different or will you move the books? Why?**
- **If you *modify* a picture, do you hang it up or keep working on it? Why?**

Have children demonstrate understanding of some of the words by telling them to:

- Pretend to meander along a garden path.
- Walk, and then modify the way they walk.
- Tell what they could do to tidy up the classroom.
- Name the first thing they would eat if they were famished.

Independent Writing

Description of a Person

5-DAY WRITING

- DAY 1 Modeled Writing
- DAY 2 Shared Writing
- DAY 3 Shared Writing
- DAY 4 Independent Writing
- DAY 5 Independent Writing

Write Independently

REVIEW DESCRIPTIONS Remind children that they have been writing descriptions of people this week. Display the descriptions from the Writing Activities on Days 2 and 3, and review the features of descriptions. Read the descriptions aloud, asking children questions about what the descriptions have in common.

WRITE A DESCRIPTION Tell children they are going to write a description of a family member. Ask them to choose a family member to write about.

WRITING TRAIT **WORD CHOICE** Remind children that when they write their description, they should choose words that help the reader get a clear picture of the person they are telling about. Work with children on their choice of words, suggesting words that will help them write a better description.

- Ask: **What should you write at the top of your paper?** (the name of the family member) Have children write the name on their paper.
- Have children draw a picture of the family member.
- Ask children to write some sentences that describe their family member.

Share

READ THE DESCRIPTIONS Encourage volunteers to read their description to classmates. Talk with children about what they have learned about writing descriptions.

Objective

- *To write a description of a person*

Materials

- descriptions from Days 2 and 3 Writing activities (pages T51, T67)
- chart paper
- marker
- drawing paper
- crayons
- pencils

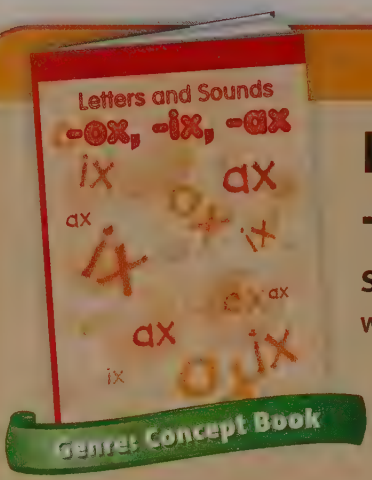
Writing Prompt

Self-Selected Writing Have children write and draw about anything they would like. If they have difficulty thinking of a topic, have them ask two friends what they're going to write about.

▲ **Writer's Companion, pp. 44–45**

Leveled Readers

Reinforcing Skills and Strategies



BELOW-LEVEL

Letters and Sounds -ox, -ix, -ax

SUMMARY Children identify pictures and read words that end in *-ox, -ix,* or *-ax.*

- **phonics: Phonograms** *-ox, -ix, -ax*

Before Reading

BUILD BACKGROUND/SET PURPOSE Write the word *fox* on the board and slide your finger under each letter as you blend the sounds. Have children repeat after you. Say: /f/ /o/ /x/. **Blend the sounds with me, /f/ /o/ /x/. *Fox.* The word is *fox.*** Have children say the word naturally. Repeat the process for the words *fix* and *ax.* Tell children that they will read a book with words with the ending sounds *-ox, -ix,* and *-ax.* Suggest that children read to find words that end with these sounds.

Reading the Book

FIRST READING During the first reading, be sure that children are saying the correct word for each picture. (See the Photo Index on the inside back cover.) Say each picture name aloud with children. Model how you blend the sounds as you track the print at the bottom of the page.

SECOND READING Ask children to read the book again. As they read each word, have them run a finger under the letters in the word. Ask: **What sound do you hear at the beginning of [fox]? What sound do you hear at the end? Show how you blend the sounds.**

CONNECT SOUNDS TO LETTERS Give each pair of children a slip of paper with *-ox, -ix,* or *-ax* written on it. As they reread the book, have them match the appropriate phonogram to words in the book.

LEVELED READER TEACHER GUIDE

▲ **Leveled Reader Teacher Guide, p. 3**

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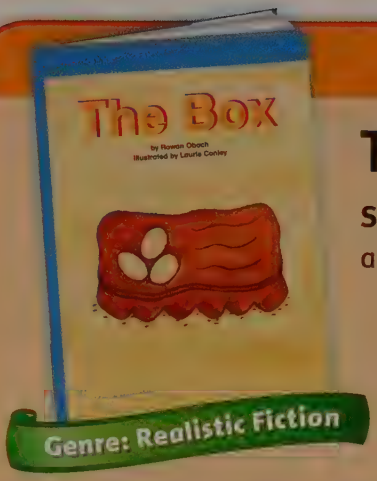
GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online



ON-LEVEL

The Box

SUMMARY A box of broken eggs is turned into a meal.

- phonics : Phonograms *-ox, -ix*
- High-Frequency Words: *up, down*
- Focus Skill Reality/Fantasy

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children if they have ever dropped or spilled food. Ask them to describe what happened to the spilled food. Tell children that they will read a story about a box of eggs that is dropped. Invite a child to read aloud the title and tell about the cover illustration. Ask children to use the title to predict what will happen in the book. Suggest that children read the story to find out what happens to the eggs.

Reading the Book

PAGES 2–5 **SETTING** **Where does this story take place?** (in the supermarket)

PAGES 6–8 **MAKE PREDICTIONS** **How do you think the woman will fix the problem?** (Responses will vary.)

REREAD FOR FLUENCY Have partners alternate reading pages of the story. Remind them to read sentences that end with an exclamation point with more feeling than sentences that end with a period.

Think Critically

(See Inside back cover for questions.)

1. **DISTINGUISH FANTASY/REALITY** Yes. The things that happen in the story could really happen.
2. **INTERPRET STORY EVENTS** The problem is that the eggs broke when the box was dropped. The lady solved the problem by cooking the eggs.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Leveled Readers

Reinforcing Skills and Strategies

ADVANCED

Down the Hill

SUMMARY Goat and Sheep go for a ride with Fox and help him fix his car.

- phonics: **Phonograms** *-ox, -ix*
- **High-Frequency Words:** *up, down*
- Focus Skill **Reality/Fantasy**

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children if they have ever crashed on their bicycle, scooter, or other toy vehicle. Ask how they felt, who came to help, and what happened to the vehicle. Explain that this story is about some animals that crash their car. Write the word *car* on the board and read it to children. Tell them that they will see this word in the story. Ask a child to read aloud the title of the book. Have children set their own purposes for reading the story.

Reading the Book

PAGES 2–5 **IDENTIFY CHARACTERS' EMOTIONS** **How do you think the animals feel when they zip down the hill?** (Possible responses: excited, happy)

PAGES 6–8 **RELATE PICTURES TO TEXT** **Look at the picture on page 8. How did they fix the car?** (Possible responses: They put the wheels back on; they put a pillow in front.)

REREAD FOR FLUENCY Assign groups of three children to read the parts of Goat, Sheep, and Narrator. Invite them to practice reading the words in a way that shows how the animals feel at different points in the story. Then have children switch parts and read the story again.

Think Critically

(See inside back cover for questions.)

1. **DISTINGUISH FANTASY/REALITY** No. In real life animals don't talk or drive.
2. **IDENTIFY WITH CHARACTERS** Responses will vary.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE

Name _____ Reality/Fantasy Lesson 19

Fox is sad. His car is a big mess.

We can get the car to go.

Here we go!!

Look out, Fox!

The car is a mess.

We can fix it!

3 Down the Hill Teacher Guide

▲ **Leveled Reader Teacher Guide, p. 3**

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GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

ELL

At the Market

SUMMARY Children identify and name common food items found at the market.

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Before Reading

BUILD BACKGROUND/SET PURPOSE Tell children they will be reading about going to the food store. Encourage volunteers to share the names of foods they might find at a food store. Ask yes/no questions about different food items, such as: **Do you drink [milk]?** Read the title to children and talk about the image on the cover.

Reading the Book

PREVIEW THE STORY Invite children to browse through the book and point to or name foods they know. Encourage their efforts: **Yes, they are buying milk.**

RELATE PICTURES TO TEXT Have children follow along as you point to the pictures and read the text. Invite them to repeat the words and tell whether or not they like the food item pictured. Encourage children to use these sentence frames as they discuss the pages: **They buy [milk]. I like/don't like [milk].**

REREAD FOR FLUENCY Invite children to take turns naming each food item as they reread the book.

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Lesson 20

WEEK AT A GLANCE

Phonemic Awareness
Review Phoneme Isolation, Identity, Categorization

Phonics
Short Vowel /e/*e*

High-Frequency Words
we, want

Reading
Decodable Book 9: If You Want a Pet
Decodable Book 10: Get Wet

Literature
Big Book: *What a Treasure!* by Jane Hillenbrand
Library Book: *Pet Show!* by Ezra Jack Keats
***Read-Aloud Anthology*: "The Snug Little House"** by Eils Moorhouse Lewis

Comprehension
Reality/Fantasy
Use Story Structure

Robust Vocabulary
treasure, sturdy, worth, compliment, confer, mingle

Writing
Form: Description of a Thing
Trait: Word Choice

= Focus Skill = Focus Strategy = Tested Skill

Lesson 20

Digital CLASSROOM

GO online **www.harcourtschool.com/storytown**

To go along with your print program

FOR THE TEACHER

Prepare

- GO online **Professional Development** *in the Online TE*
- **Videos for Podcasting**

Plan & Organize

- GO online **Online TE & Planning Resources***

FOR THE STUDENT

Read

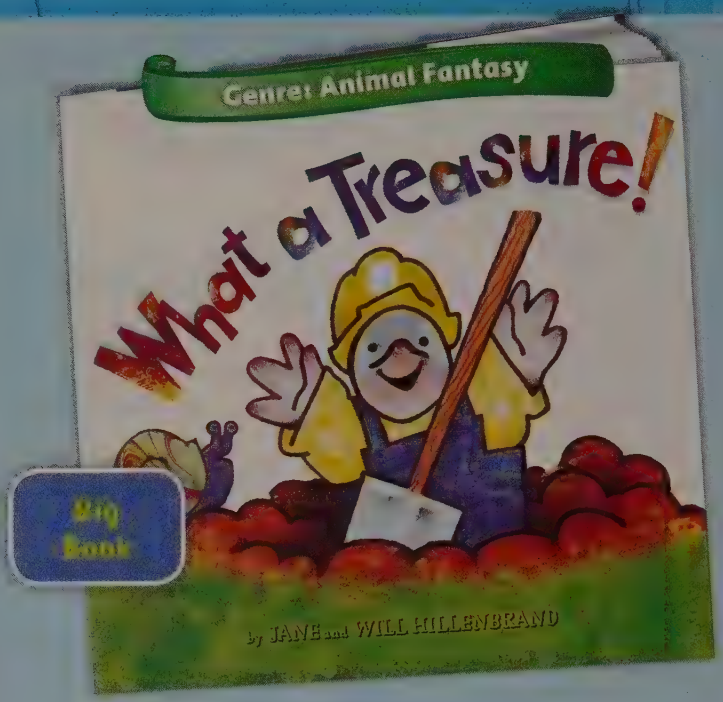
- GO online **Leveled Readers**

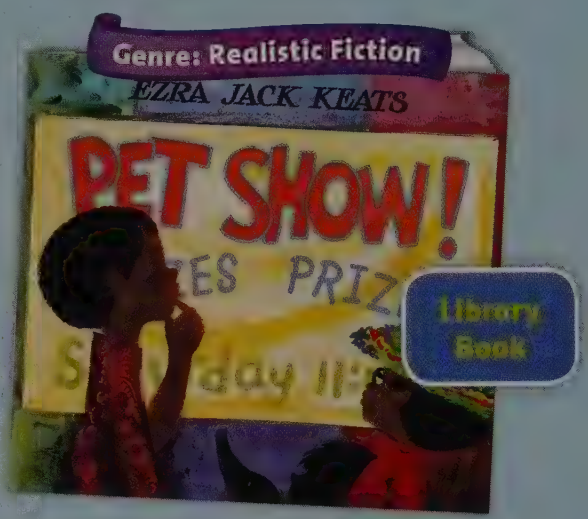
Practice & Apply

- **Splash into Phonics** CD-ROM

**Also available on CD-ROM*

Literature Resources

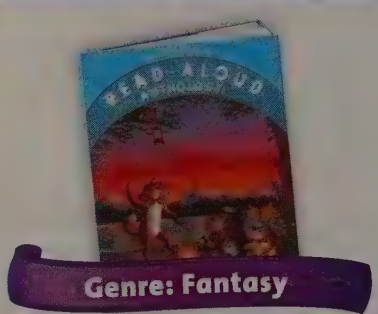




Audiotext *Big Book selections are available on Audiotext.*

ADDITIONAL READING

Decodable Books
If You Want a Pet
Get Wet



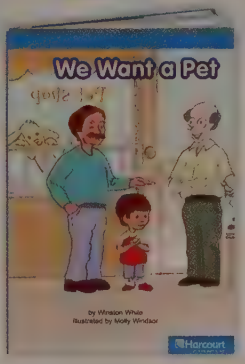
Read-Aloud Anthology
"The Snug Little House,"
pp. 58–61

Big Book of Rhymes and Poems
"The City," p. 39

Support for Differentiated Instruction

GO online LEVELED READERS

BELOW-LEVEL



ON-LEVEL

ADVANCED

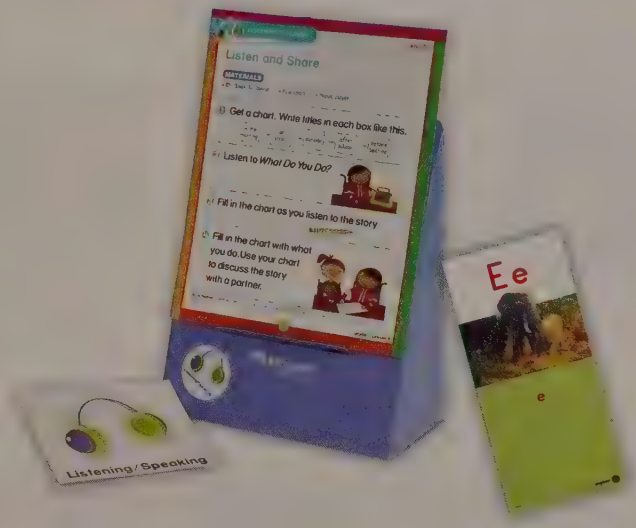
ELL

ADDITIONAL RESOURCES

◀ **Strategic Intervention Resource Kit, Lesson 20**

◀ **ELL Extra Support Kit, Lesson 20**

◀ **Challenge Resource Kit, Lesson 20**


Listen and Share
Materials
Get a chart. Write titles in each box like this.
Listen to What Do You Do?
Fill in the chart as you listen to the story
Fill in the chart with what you do. Use your chart to discuss the story with a partner.
Listening/Speaking
Ee
e

- Literacy Center Kit
- Practice Book, pp. 11–18
- Phonics Practice Book, pp. 95–100
- Sound/Spelling Card Ee
- Letter/Sound Rhymes Chart 20
- Photo Cards
- Alphabet Cards
- High-Frequency Word Cards
- Word Builders and Word Builder Cards
- Write-on/Wipe-off Boards

GO online Online TE & Planning Resources

90+ Minutes

Suggested Lesson Planner

	Day 1	Day 2
Step 1 Whole Group (20-60+ Minutes)		
Daily Routines • *Begin the Day* • *Oral Language Practice* • *Phonemic Awareness*	**BEGIN WITH A SONG**, p. T104 **ORAL LANGUAGE**, p. T104 **PHONEMIC AWARENESS**, p. T105 Phoneme Isolation: Inital, Medial, Final	**BEGIN WITH A RHYME**, p. T116 **ORAL LANGUAGE**, p. T116 **PHONEMIC AWARENESS**, p. T117 Phoneme Identity: Inital, Final
Word Work phonics • *High-Frequency Words*	phonics, p. T106 Introduce: Short Vowel *Ee* **HIGH-FREQUENCY WORDS**, p. T108 Introduce: *we*	phonics, p. T118 Relate *Ee* to /e/ **HIGH-FREQUENCY WORDS**, p. T120 Review: *we*
Skills and Strategies • *Comprehension* • *Reading* • *Listening/Speaking Vocabulary*	**COMPREHENSION**, p. T109 Review: Reality/Fantasy **READING**, p. T109 Big Book: *What a Treasure!* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T114 Introduce: *treasure, sturdy, worth*	**COMPREHENSION**, p. T121 Review: Reality/Fantasy **READING**, p. T121 Big Book: *What a Treasure!* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T128 Review: *treasure, sturdy, worth*
Step 2 Small Groups (45+ Minutes)	**Suggestions for Differentiated Instruction** *(See pp. T98–T99.)*	
Step 3 Whole Group (15-20+ Minutes) **Language Arts** • *Writing*	**MODELED WRITING**, p. T115 Introduce: Description of a Thing **WRITING TRAIT: Word Choice** Writing Prompt *Draw and write about something you treasure.*	**SHARED WRITING**, p. T129 Review: Description of a Thing **WRITING TRAIT: Word Choice** Writing Prompt *Draw and write about an animal you might see on a walk in your neighborhood.*

= Focus Skill = Focus Strategy = Tested Skill

Skills at a Glance

phonics
- Short Vowel /e/*e*

Comprehension
- Reality/Fantasy
- Use Story Structure

Phonemic Awareness
(Review) Phoneme Isolation, Identity, Categorization

Vocabulary
HIGH-FREQUENCY: *we, want*
ROBUST: *treasure, sturdy, worth, compliment, confer, mingle*

Day 3

BEGIN WITH A POEM, p. T130

ORAL LANGUAGE, p. T130

PHONEMIC AWARENESS, p. T131
Phoneme Identity: Medial

phonics, p. T132
Blending /e/*e*, /t/*t*

HIGH-FREQUENCY WORDS, p. T134
Introduce: *want*

COMPREHENSION, p. T135
Review: Use Story Structure

READING, p. T135
Library Book: *Pet Show!*

▲Library Book

BUILD ROBUST VOCABULARY, p. T144
Introduce: *compliment, confer, mingle*

SHARED WRITING, p. T145
Review: Description of a Thing

WRITING TRAIT: Word Choice

Writing Prompt *Draw and write about a pet you would bring to a pet show.*

Day 4

BEGIN WITH A SONG, p. T146

ORAL LANGUAGE, p. T146

PHONEMIC AWARENESS, p. T147
Phoneme Categorization: Inital, Final

phonics, p. T148
Word Blending and Building

HIGH-FREQUENCY WORDS, p. T150
Review: *we, want*

READING, p. T150
Decodable Book 9: *If You Want a Pet*

▲Decodable Book 9

COMPREHENSION, p. T152
Review: Reality/Fantasy

READING, p. T152
Library Book: *Pet Show!*

▲Library Book

BUILD ROBUST VOCABULARY, p. T154
Review: *compliment, confer, mingle*

INDEPENDENT WRITING, p. T155
Review: Description of a Thing

WRITING TRAIT: Word Choice

Writing Prompt *Draw and write about a favorite stuffed animal.*

Day 5

BEGIN WITH A RHYME, p. T156

ORAL LANGUAGE, p. T156

PHONEMIC AWARENESS, p. T157
Phoneme Categorization: Medial

phonics, p. T158
Review: Short Vowel /e/*e*

HIGH-FREQUENCY WORDSS, p. T160
Review: *we, want*

READING, p. T160
Decodable Book 10: *Get Wet*

▲Decodable Book 10

COMPREHENSION, p. T162
Review: Use Story Structure

READING, p. T162
Read-Aloud Anthology: "The Snug Little House"

▲Read-Aloud Anthology

BUILD ROBUST VOCABULARY, p. T164
Review: *treasure, sturdy, worth, compliment, confer, mingle*

INDEPENDENT WRITING, p. T165
Review: Description of a Thing

WRITING TRAIT: Word Choice

Writing Prompt *Write and draw about anything you would like.*

BELOW-LEVEL ON-LEVEL ADVANCED ELL

Suggested Small-Group Planner

45-60+ Minutes

	Day 1	Day 2
BELOW-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reteach Phoneme Isolation, Identity, Categorization, p. S8 **Independent** Listening/Speaking Center, p. T102	**Teacher-Directed** phonics: Reteach Short Vowel /e/*e*, *p.* S9 **Independent** Reading Center, p. T102
ON-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reinforce Phoneme Isolation, Identity, Categorization, p. S8 **Independent** Reading Center, p. T102	**Teacher-Directed** phonics: Reinforce Short Vowel /e/*e*, p. S9 **Independent** Letters and Sounds Center, p. T103
ADVANCED (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Extend Phoneme Isolation, Identity, Categorization, p. S8 **Independent** Writing Center, p. T103	**Teacher-Directed** phonics: Extend Short Vowel /e/*e*, *p.* S9 **Independent** Listening/Speaking Center, p. T102
ELL (15-20+ Minutes) **English-Language Learners** *In addition to the small-group instructions above, use the ELL Extra Support Kit to promote language development.*	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 1	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 2
Intervention	Strategic Intervention TG, pp. 230–231 Strategic Intervention Practice Book, p. 98	Strategic Intervention TG, pp. 232–233 Strategic Intervention Practice Book, p. 99

▲ Strategic Intervention Resource Kit

= Literacy Center Cards

MONITOR PROGRESS
Small Group Instruction

Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Robust Vocabulary
Phoneme Isolation, Identity, Categorization *p. S8*	Short Vowel /e/*e* *p. S9*	*we, want* *p. S10*	Reality/Fantasy *p. S11*	*treasure, sturdy, worth, compliment, confer, mingle* *pp. S12–S13*

Day 3

Teacher-Directed
High-Frequency Words: Reteach, p. S10

Independent
Letters and Sounds Center, p. T103

Teacher-Directed
High-Frequency Words: Reinforce, p. S10

Independent
Listening/Speaking Center, p. T102

Teacher-Directed
High-Frequency Words: Extend, p. S10

Independent
Word Work Center, p. T103

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 3

Strategic Intervention TG, pp. 234–237
Strategic Intervention Practice Book, p. 100

Day 4

Teacher-Directed
Comprehension: Reality/Fantasy
Reteach the Skill, p. S11
Leveled Readers: Before Reading/ Reading the Book, p. T166

Independent
Writing Center, p. T103

▲ Leveled Reader

Teacher-Directed
Comprehension: Reality/Fantasy
Reinforce the Skill, p. S11
Leveled Readers: Before Reading/ Reading the Book, p. T167

Independent
Word Work Center, p. T103

▲ Leveled Reader

Teacher-Directed
Comprehension: Reality/Fantasy
Extend the Skill, p. S11
Leveled Readers: Before Reading/ Reading the Book, p. T168

Independent
Letters and Sounds Center, p. T103

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 4
Leveled Readers: Before Reading/ Reading the Book, p. T169

▲ Leveled Reader

Strategic Intervention TG, pp. 238–239
Strategic Intervention Practice Book, p. 101

Day 5

Teacher-Directed
Robust Vocabulary:
Reteach Vocabulary, p. S12

Independent
Word Work Center, p. T103
Leveled Readers: Connect Sounds to Letters, p. T166

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Reinforce Vocabulary, p. S13

Independent
Writing Center, p. T103
Leveled Readers: Respond, p. T167

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Extend Vocabulary, p. S13

Independent
Reading Center, p. T102
Leveled Readers: Respond, p. T168

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 5

Independent
Leveled Readers: Reread for Fluency, p. T169

▲ Leveled Reader

Strategic Intervention TG, pp. 240–241
Strategic Intervention Practice Book, p. 102

Leveled Readers & Leveled Practice

Reinforcing Skills and Strategies

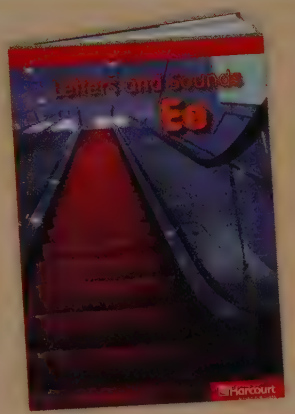
LEVELED READERS SYSTEM

- Leveled Readers
- Leveled Readers CD
- Leveled Reader Teacher Guides
  - *Story Response*
  - *Comprehension*
  - *High-Frequency Words*
- Leveled Readers Assessment

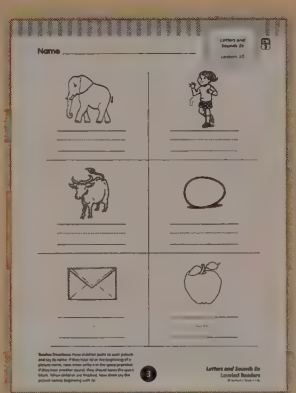
See pages T166–T169 for lesson plans.

For extended lesson plans, see *Leveled Reader Teacher Guides*.

BELOW-LEVEL

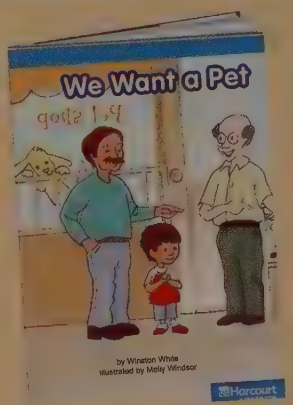


- Label Book
- phonics: Short Vowel /e/*e*



▲ Leveled Reader Teacher Guide, p. 3

ON-LEVEL



- phonics: Short Vowel /e/*e*
- High-Frequency Words: *we*, *want*
- Reality/Fantasy

▲ Leveled Reader Teacher Guide, p. 3

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Go online

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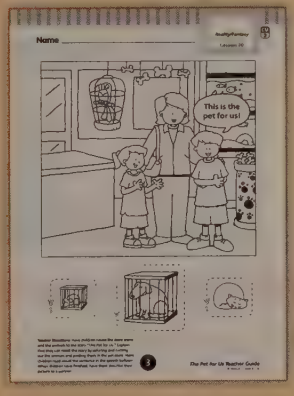
Searchable by Genre, Skill, Vocabulary, Level, or Title
★ Student Activities and Teacher Resources, online

ADVANCED

- phonics: Short Vowel /e/*e*
- High-Frequency Words: *we*, *want*

Reality/Fantasy



▲ Leveled Reader Teacher Guide, p. 3

ELL

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

▲ Leveled Reader Teacher Guide, p. 3

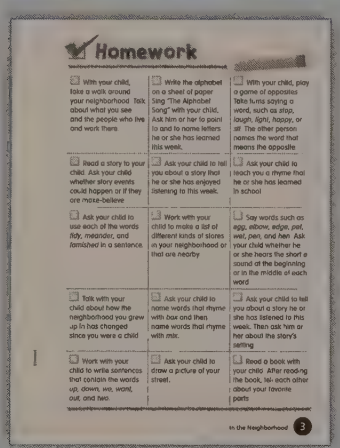
MANAGING THE CLASSROOM While you provide instruction to small groups or conference with individuals, other children can work on literacy center activities.

Literacy Centers

Management Support

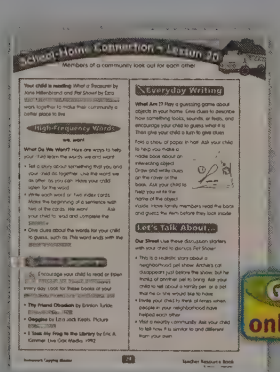
▲ Literacy Centers Pocket Chart

Homework for the Week



▲ Practice Book, p. 3

The Homework Copying Master provides activities to complete for each day of the week.

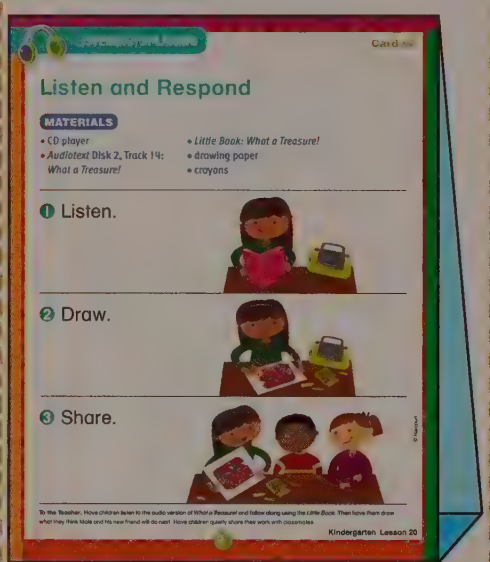


◀ Teacher Resource Book, p. 24

LISTENING/SPEAKING

Listen and Respond

Objective
To listen to and respond to a story

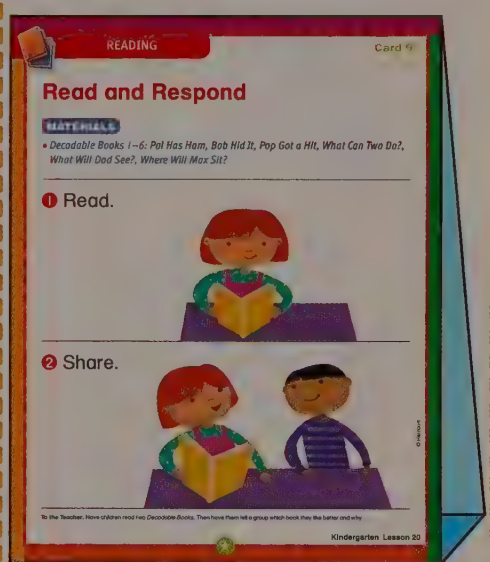


Literacy Center Kit • Card 96

READING

Read and Respond

Objective
To read and discuss stories


READING
Card 97
Read and Respond
MATERIALS
• Decodable Books 1–6: Pal Has Ham, Bob Hid It, Pop Got a Hit, What Can Two Do?, What Will Dad See?, Where Will Max Sit?
1 Read.
2 Share.
Kindergarten Lesson 20

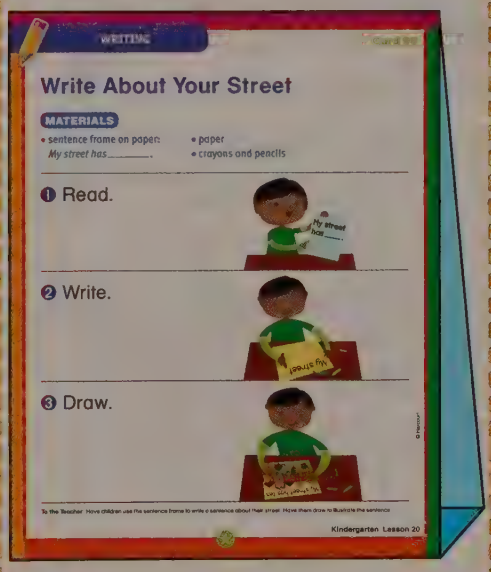
Literacy Center Kit • Card 97

GO online
www.harcourtschool.com/storytown
★ Additional Literacy Center Activities
★ Resources for Parents and Teachers
Differentiated for Your Needs

WRITING

Write About Your Street

Objective
To write a sentence

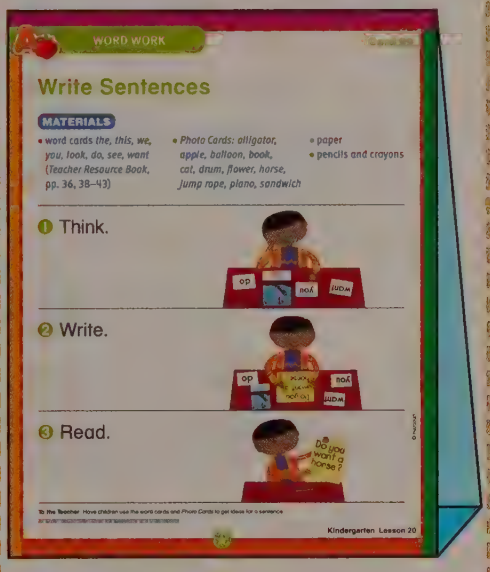


Literacy Center Kit • Card 98

WORD WORK

Write Sentences

Objective
To write a sentence, using high-frequency words

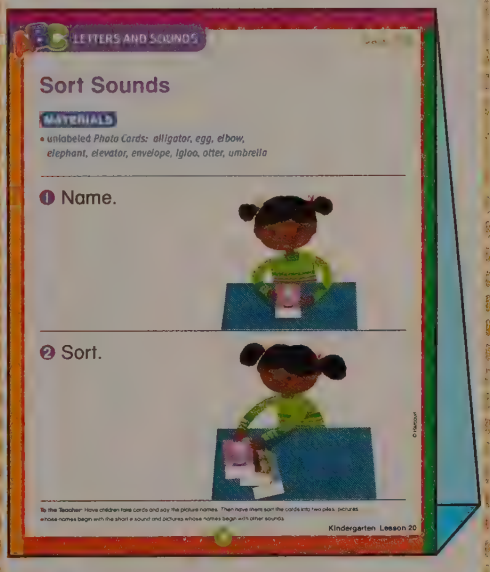

WORD WORK
Write Sentences
MATERIALS
• word cards the, this, we, you, look, do, see, want (Teacher Resource Book, pp. 36, 38–43)
• Photo Cards: alligator, apple, balloon, book, cat, drum, flower, horse, jump rope, piano, sandwich
• paper
• pencils and crayons
1 Think.
2 Write.
3 Read.
Kindergarten Lesson 20

Literacy Center Kit • Card 99

LETTERS AND SOUNDS

Sort Sounds

Objective
To listen for the short e sound



Literacy Center Kit • Card 100

Day at a Glance

Day 1

Warm-Up Routines

Phonemic Awareness

- Phoneme Isolation: Initial, Medial, Final

phonics

- Short Vowel /e/e

High-Frequency Words

- Introduce: *we*

Reading

- Read Aloud: *Big Book What a Treasure!*

▲ What a Treasure!

Comprehension

Focus Skill

Review: Reality/Fantasy

Robust Vocabulary

- Introduce: *treasure, slowly, worth*

Writing

- Modeled Writing: Description of a Thing

Begin with a Song

Objective *To sing an age-appropriate song and follow one-step directions*

SING A SONG Tell children that you will teach them a song called "If You're Happy and You Know It." Explain to them that this is a fun song that people sing to show that they are happy. Recite the lyrics to the song and give directions about the motions for each verse. Teach children the song. Then guide children to respond courteously and appropriately to the directions. You may wish to play the song on the *Music CD*.

If You're Happy and You Know It

If you're happy and you know it, clap your hands, (clap, clap)
If you're happy and you know it, clap your hands, (clap, clap)
If you're happy and you know it, then you'll really want to show it.
If you're happy and you know it, clap your hands. (clap, clap)

Oral Language

Objective *To share ideas*

TALK ABOUT THINGS THAT ARE FUN Tell children that some people like to sing songs that make them happy, like "If You're Happy and You Know It." Ask: **What makes you happy? What do you like to do alone? What do you like to do with your friends?** Encourage children to share their personal hobbies and interests with the group.

Phonemic Awareness

Phoneme Isolation: Initial, Medial, Final

Tested

Review

DIBELS Initial Sounds Fluency ISF

Routine Card 6

LISTEN FOR SOUNDS Remind children that words are made up of sounds and that they can listen for the sounds in words. Tell them that they will listen to the sound at the beginning of words:

Think Aloud **I am going to say a word: *peg*. *Peg*. I hear /p/ at the beginning: /peg/. Now listen as I say another word: *wish*. I hear /w/ at the beginning: /wish/.**

Have children name the sound they hear at the beginning of these words: *fill, help, give.*

Repeat the process for middle and final sounds. Have children name the sound they hear in the middle of these words: *hat, pen, rock.* Have them name the sound they hear at the end of these words: *tag, gum, sit.*

Practice/Apply

INDEPENDENT PRACTICE Follow the same procedure, using the following words. Have children repeat each word and name the sound they hear at the beginning, middle, or end as indicated.

Beginning Sound:

fed (/f/)	**mop** (/m/)	**leg** (/l/)
jug (/j/)	**kit** (/k/)	**zip** (/z/)

Middle Sound:

dot (/o/)	**hid** (/i/)	**run** (/u/)
met (/e/)	**pat** (/a/)	**dig** (/i/)

Ending Sound:

tack (/k/)	**cub** (/b/)	**lot** (/t/)
red (/d/)	**him** (/m/)	**bag** (/g/)

Objectives

- *To isolate the initial sound in words*
- *To isolate the medial sound in words*
- *To isolate the final sound in words*

ADVANCED

Name Words After children identify the initial sound in *fed* (/f/), ask them to name another word that begins with the same sound. Use the same procedure for other words in all three lists.

Professional Development

Podcasting: Phoneme Segmentation

MONITOR PROGRESS

Phonemic Awareness

IF	**THEN**
children have difficulty identifying the initial, medial, and final sound in words,	emphasize the target sound in each word, and have children repeat the sound.

Small-Group Instruction, p. S8:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Vowel *Ee*

phonics Tested

Objectives

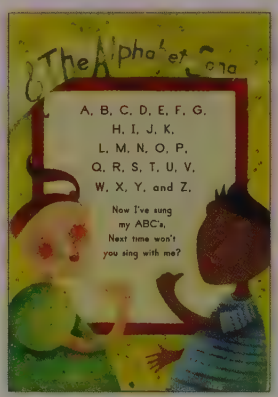
- *To recognize* E *and* e
- *To write uppercase and lowercase* Ee *independently*

Materials

- *Big Book of Rhymes and Poems,* p. 4
- *Music CD*
- *Sound/Spelling Card Ee*
- *Tactile Letter Cards: E, e*
- lined paper
- pencils
- drawing paper

Start with a Song

SING "THE ALPHABET SONG" Display "The Alphabet Song" in the *Big Book of Rhymes and Poems.* Sing the song and invite children to sing along with you. Point to each letter as it is mentioned. Then have children name and identify letters they know. You may want to play the song on the *Music CD.*



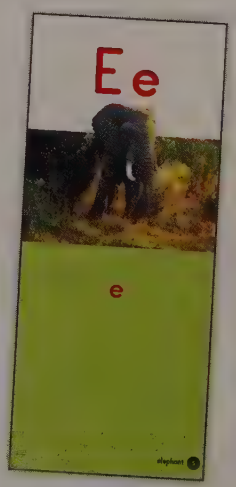
▲ **Big Book of Rhymes and Poems, p. 4**

Teach/Model

DIBELS Letter Naming Fluency LNF

Hold up *Sound/Spelling Card Ee.* Say: **This is the letter *e*. Say the name with me.**

- Point to the uppercase *E.* **This is the uppercase *E*.**
- Point to the lowercase *e.* **This is the lowercase *e*.**
- Point again to the *Sound/Spelling Card.* **What is the name of this letter?**
- Point to the *E* in "The Alphabet Song." **What is the name of this letter?**
- Display *Tactile Letter Cards E* and *e.* Pass the cards around, letting children finger-trace the letters. Have children identify *E* and *e.*



▲ **Sound/Spelling Card Ee**

5-DAY PHONICS

DAY 1	Introduce *Ee*
DAY 2	Relate *Ee* to /e/
DAY 3	Blending /e/ and /t/
DAY 4	Word Blending and Building
DAY 5	Review /e/*e*

Handwriting

WRITING *E* AND *e* Write uppercase *E* and lowercase *e* on the board.

Point to the uppercase *E*. Ask: **What letter is this?**

Point to the lowercase *e*. Ask: **What letter is this?**

Think Aloud **Watch as I write uppercase *E* so that everyone can read it.**

As you give the Letter Talk, trace the uppercase *E*. Use the same modeling procedure for the lowercase *e*.

Letter Talk for *E*

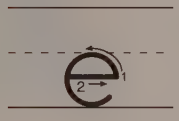
Straight line down.

Line across at the top, at the middle, and at the bottom.

Letter Talk for *e*

Curve left.

Straight across the middle.



D'Nealian handwriting models are on pages R12–R13.

Practice/Apply

GUIDED PRACTICE Have children finger-write the uppercase *E* in the air as you repeat the Letter Talk. Have them write the letter several times on lined paper. Then repeat the process for the lowercase *e*.

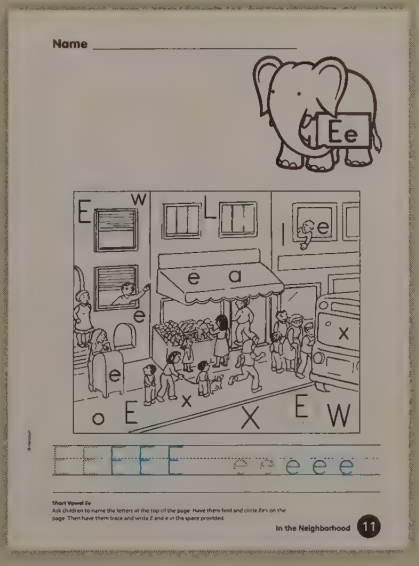
INDEPENDENT PRACTICE Distribute drawing paper and have children print *Ee*'s across the page. Remind children to write the letters using proper form and spacing. Then have them circle their best *E* and *e*.

BELOW-LEVEL

Provide Support Guide each child in writing the letters *Ee*. Put your hand over the child's hand and write the letters with him or her. Then have the child try them alone.

Phonics Resources

Phonics Practice Book, pp. 95–96



▲ **Practice Book, p. 11**

High-Frequency Words

Introduce: we Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: we, the, here, see, you*
- copies of word cards *like, do, up, we, Teacher Resource Book,* pp. 37, 39, 42

E L L

Reinforce Word Meaning Ask children to sit on the floor with you. Then say *We are sitting,* pointing to the group when you say the word *we.* Then have the other children take turns saying the sentence with you.

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *we* on the board.

- Point to and read *we*. Have children say it with you.
- Say: ***We* are at school.**
- Display the *High-Frequency Word Card we*. Say ***we*.**
- Spell the word as you point to each letter. Have children spell the word.
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.

Practice/Apply

GUIDED PRACTICE Distribute the word card *we* (*Teacher Resource Book,* page 42) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *we,* they should say the word and point to it on their card. Hold up *High-Frequency Word Cards we, the, here, see,* and *you* until children consistently identify the word *we*.

INDEPENDENT PRACTICE Provide to pairs of children two sets of word cards for the words *we, like, do,* and *up* (*Teacher Resource Book,* pages 37, 39, 42). Children take turns turning over one card at a time and reading the word on the card. The child who turns over the word card *we* uses the word in a sentence.

Comprehension

Read Aloud

Before Reading

Routine Card 17

PREVIEW THE BOOK Display *What a Treasure!* and read the title aloud. Ask a volunteer to point to the author's and illustrator's names. Read the names aloud and then ask children what an author does and what an illustrator does.

▲ Big Book
What a Treasure!

Page through *What a Treasure!* Invite children to look at the illustrations. Check children's understanding of literary forms by asking: **Is this a story or an information book? How do you know?** Then have them predict what the story will be about.

BUILD BACKGROUND/SET PURPOSE Explain that this story is about an animal called a mole that digs for treasure. Ask:

- **What do you see on the front cover?** (a snail and a mole with a shovel)
- **What is the mole doing?** (digging a hole)

Remind children that there are many reasons to listen to a story, such as for enjoyment, to learn new things, or to find out what happens in a story. Invite children to establish their own purpose for listening.

Think Aloud **The mole looks excited about digging. Maybe he has found something interesting in the hole. I'll read the story to see what he finds.**

REVIEW THE SKILL: REALITY/FANTASY Remind children that some stories seem real because the things that happen in them could really happen. We know that other stories are make-believe because the things that happen could not really happen. We know that this story is make-believe because the things that happen could not happen in real life.

Read Aloud

MODEL FLUENT READING Read *What a Treasure!* aloud, tracking the print. As you read, emphasize the repetitive text.

Objectives

- *To listen to and respond to a story*
- *To recognize patterned text in a story*

Materials

- *Big Book: What a Treasure!*

Daily Comprehension

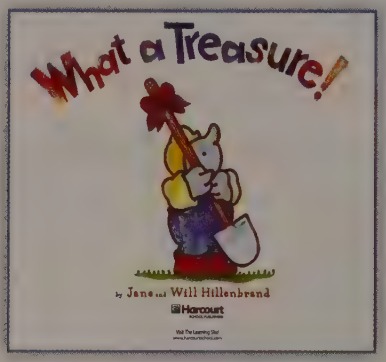
Reality/Fantasy

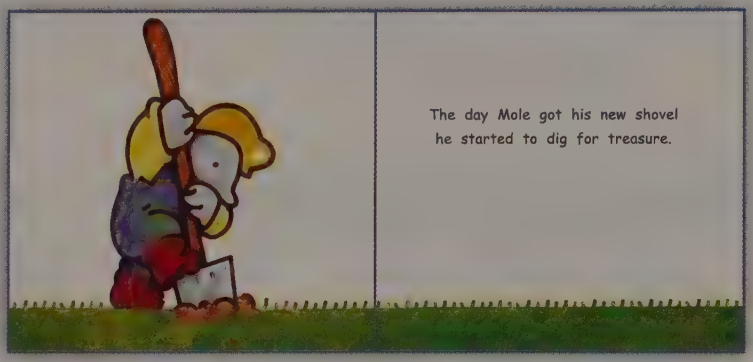
Use Story Structure

DAY 1:	Review Reality/Fantasy *Big Book*
DAY 2:	Review Reality/Fantasy *Big Book*
DAY 3:	Review Use Story Structure *Library Book*
DAY 4:	Review Reality/Fantasy *Library Book*
DAY 5:	Review Use Story Structure *Read-Aloud Anthology*

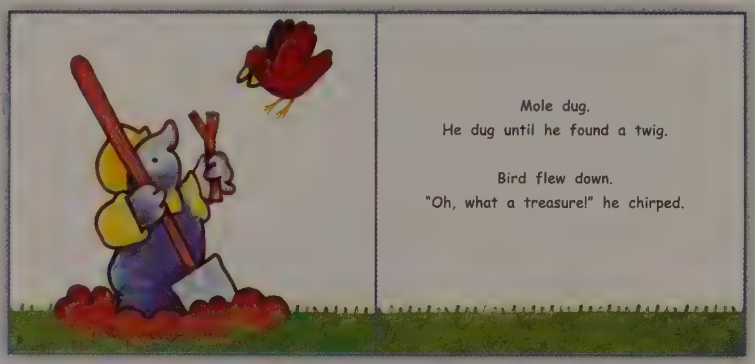
TECHNOLOGY

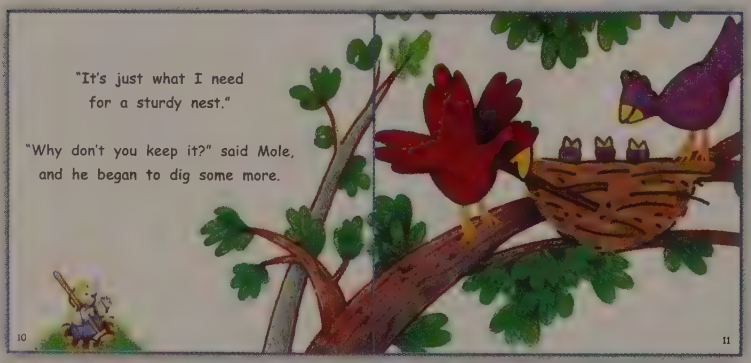
Audiotext *What a Treasure!* is available on Audiotext.

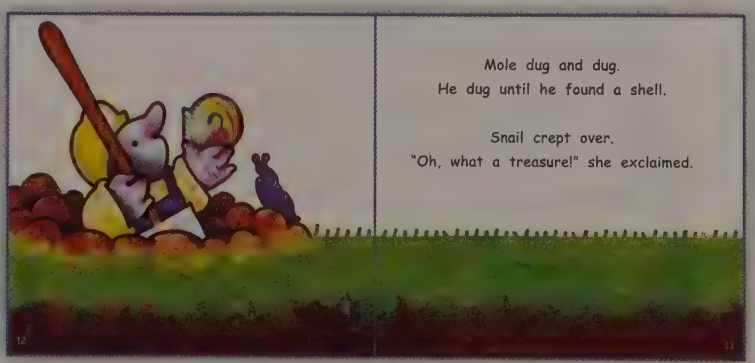

What a Treasure!
by Jane and Will Hillenbrand
Harcourt

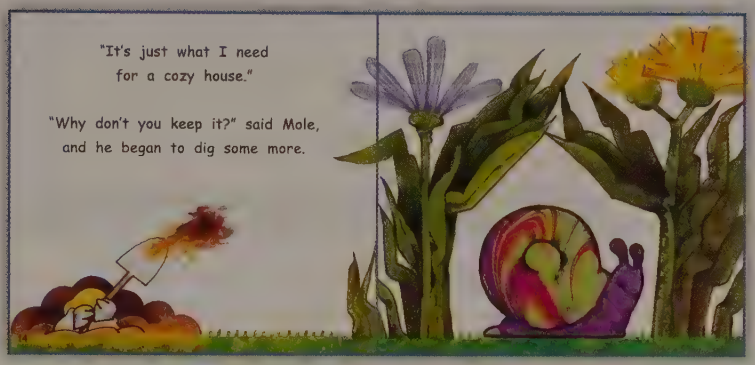

The day Mole got his new shovel
he started to dig for treasure.

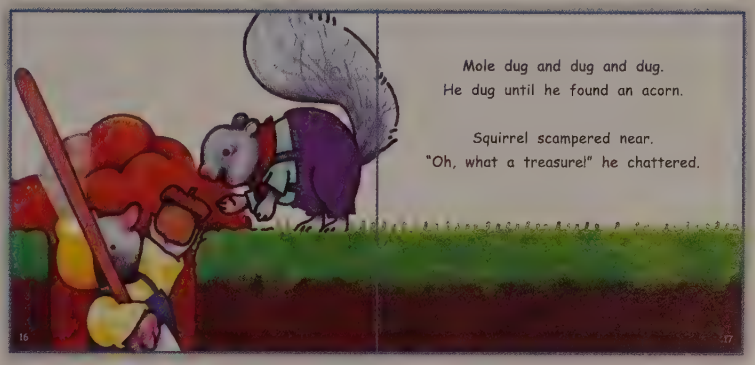
"Good luck," said his father.
"Have fun," said his mother.
"I bet you won't find
any treasures worth keeping,"
said his brother.

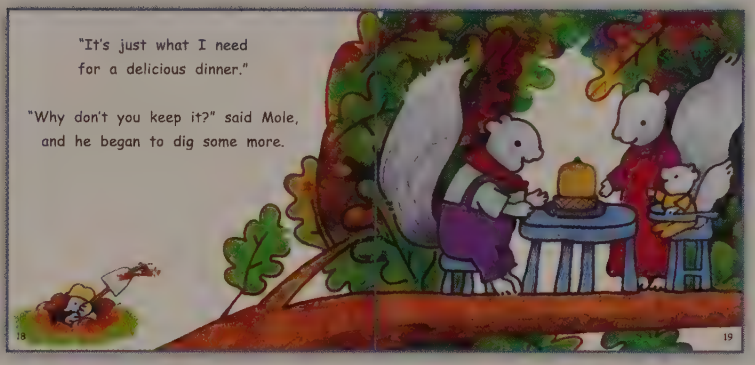

Mole dug.
He dug until he found a twig.
Bird flew down.
"Oh, what a treasure!" he chirped.

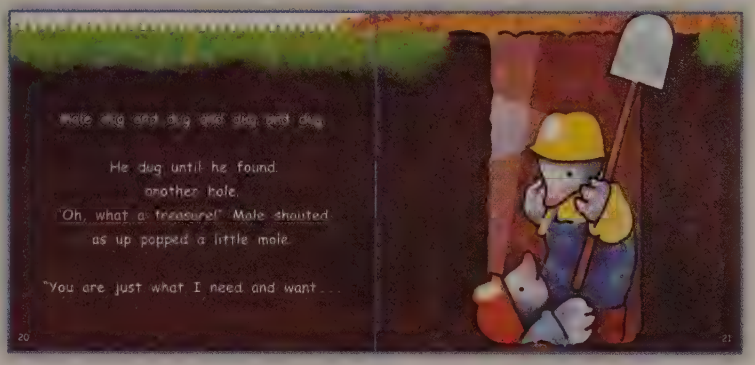

"It's just what I need
for a sturdy nest."
"Why don't you keep it?" said Mole,
and he began to dig some more.
10
11


Mole dug and dug.
He dug until he found a shell.
Snail crept over.
"Oh, what a treasure!" she exclaimed.
12
13

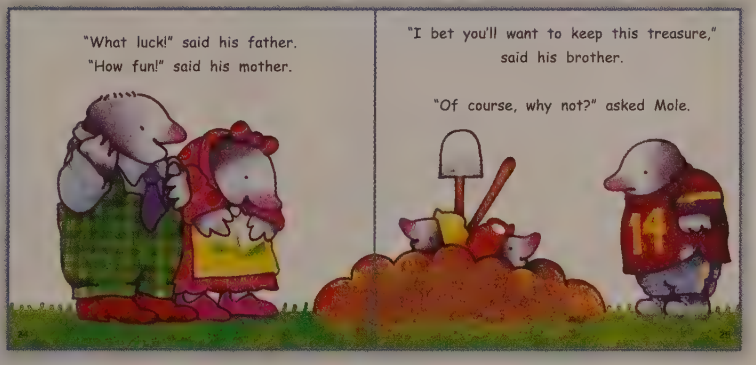

"It's just what I need
for a cozy house."
"Why don't you keep it?" said Mole,
and he began to dig some more.

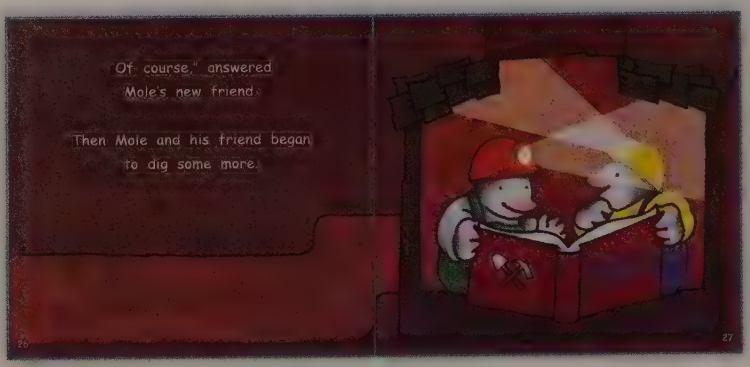

Mole dug and dug and dug.
He dug until he found an acorn.
Squirrel scampered near.
"Oh, what a treasure!" he chattered.


"It's just what I need
for a delicious dinner."
"Why don't you keep it?" said Mole,
and he began to dig some more.


Mole dug and dug and dug and dug.
He dug until he found
another hole.
"Oh, what a treasure!" Mole shouted
as up popped a little mole.
"You are just what I need and want . . .

. . . a friend!"


"What luck!" said his father.
"How fun!" said his mother.
"I bet you'll want to keep this treasure,"
said his brother.
"Of course, why not?" asked Mole.


"Of course," answered
Mole's new friend.
Then Mole and his friend began
to dig some more.
26
27

Respond to Literature

REFLECT ON THE STORY Ask the following questions to discuss children's impressions of the story.

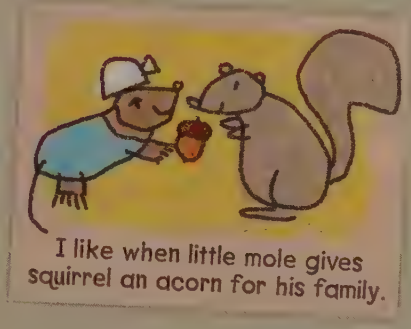
- **Why does Mole give away some of the treasures he finds?** (They are not treasures to Mole, but they are to the other animals.)
- **What do you like most about the story? Why?** (Responses will vary.)

REALITY/FANTASY **How do you know this story is make-believe?** (In real life, animals do not wear clothes, dig with a shovel, or talk.)

DRAW A PICTURE Ask children to draw a picture of their favorite part of the story. Have them write or dictate a sentence that tells about their favorite part.

BELOW-LEVEL

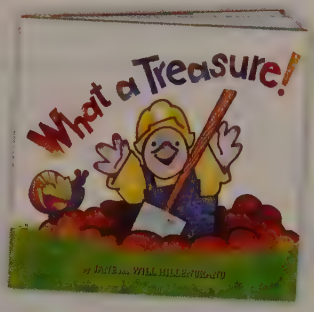
Read Dialogue Model appropriate expression as you read aloud the dialogue in the story. Have children repeat some exclamations after you—such as *Oh, what a treasure!*—and some questions—such as *Why don't you keep it?*



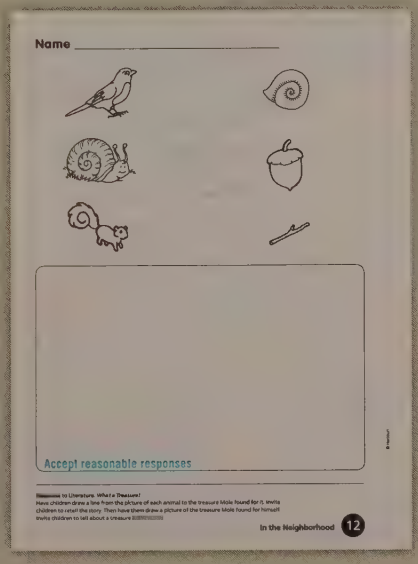
I like when little mole gives squirrel an acorn for his family.

Focus on Letter Recognition

NAME LETTERS Display the cover of the *Big Book What a Treasure!* Point to the first lowercase *e* in *Treasure*. Have children name the letter and identify it as lowercase or uppercase. Ask: **Who can point to another lowercase *e* in the title?** Page through the book, and have children identify other lowercase and uppercase letters in the book.



▲ **Big Book** ***What a Treasure!***



▲ **Practice Book, p. 12**

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objective

- *To develop robust vocabulary through discussing a literature selection*

treasure A *treasure* is something that is valuable to someone.

sturdy Something that is *sturdy* is strongly built or made.

worth If an item has *worth,* it is very important to a person.

Relate to Experiences Relate the vocabulary words to children's experiences. For example:

- Show something that you treasure. Tell why you treasure it.
- Show something that is sturdy. Demonstrate how sturdy it is.
- Display a variety of objects. Compare their worth to you.

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1. **Selection Context:** In the story, Mole is digging for **treasure.**
4. **Interact with Word Meaning:** One thing I have as a treasure is a seashell I found at the beach. Would you be more likely to keep a treasure or throw it away?

1. **Selection Context:** The bird in the story uses a twig to build a **sturdy** nest.
4. **Interact with Word Meaning:** I can put a lot of books into a sturdy backpack. Which kind of house is sturdier—a house made of straw or a house made of bricks?

1. **Selection Context:** In the story, Mole's brother doesn't think he will find any treasures **worth** keeping.
4. **Interact with Word Meaning:** My mother gave me an old family quilt that is worth a lot of money. If something is worth a lot, do you want to keep it or give it away?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Describe a treasure they would like to have.
- Name something that is worth keeping.
- Build a sturdy structure out of blocks.

Modeled Writing

Description of a Thing

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

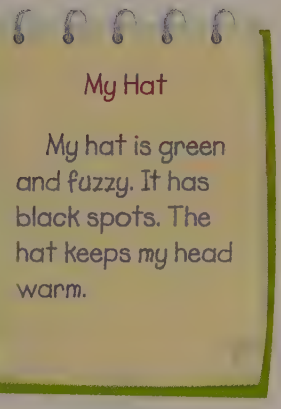
Teach/Model

TALK ABOUT DESCRIPTIONS Remind children that a description is a group of sentences that tell what someone or something is like. When you write a description of a thing, you tell what that thing looks like and what it does or how you use it.

WRITE A DESCRIPTION OF A THING Tell children that you are going to write a description of your hat. Display the hat.

Think Aloud

- **First, I will write the name of the thing I am going to describe—my hat.**
- **Next, I will think what my hat looks like. I think about words that tell about it. I will write a sentence that uses those words.**
- **Then, I will think about other things I can tell about my hat. I will write more sentences that tell about my hat.**



WRITING TRAIT **WORD CHOICE** Remind children that when writing a description of an object, it is important to choose words that give the reader a clear picture of what the object is like.

Practice/Apply

ADD TO THE DESCRIPTION Encourage children to suggest other words to describe the hat. Add their suggestions to the description.

Share

READ THE DESCRIPTION Track the print as you read aloud the description on the chart paper. Help children recognize which words are describing words.

Objectives

- *To understand the characteristics of a description*
- *To write a description of a thing*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Treasure Have children draw and write about something they treasure.

E L L

Develop Vocabulary Display the object you described. As you read the description aloud, point to the features of the object. Demonstrate how the object is used.

Day at a Glance

Day 2

Phonemic Awareness

- Phoneme Identity: Initial, Final

phonics

- Relate Ee to /e/

High-Frequency Words

- Review: *we*

Reading

- *Big Book: What a Treasure!*

▲ What a Treasure!

Comprehension

Focus Skill

Review: Reality/Fantasy

Robust Vocabulary

- Review: *treasure, sturdy, worth*

Writing

- Shared Writing: Description of a Thing

Warm-Up Routines

Begin with a Rhyme

Objective *To learn and recite a rhyme*

RECITE A RHYME Ask: **Do you like going for walks? What might you see if you took a walk around your neighborhood?** Tell children that you will teach them a rhyme about going for a walk outside. Read the title of the rhyme aloud. Then teach children the rhyme. Recite the rhyme several times and invite them to recite it with you.

Nature Walk

Going for a walk is so much fun.
We don't hurry and we don't run.
We look at all the pretty trees.
And listen for birds and buzzing bees.

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Oral Language

Objective *To speak in complete, coherent sentences*

DESCRIBE OBJECTS AND SOUNDS Tell children to close their eyes and imagine they are going for a walk in a park. Ask: **What do you see? What are the people doing? What do they look like? What sounds do you hear?** If children do not answer in complete sentences, prompt them by asking: **How would you say that in a sentence?** Record children's responses on chart paper. Then read them aloud.

Phonemic Awareness

Phoneme Identity: Initial, Final

Tested

Review

DIBELS Initial Sounds Fluency ISF

LISTEN FOR SOUNDS Remind children that they have been listening for sounds in words. Explain that now they are going to tell which sound is the same in a group of words.

Think Aloud **Listen as I say these words: *let, luck, lost.* I hear /l/ at the beginning of each word. The sound at the beginning of *let, luck,* and *lost* is the same. Now listen again as I say these three words: *bug, wig, tag.* I hear /g/ at the end of each word. The sound at the end of *bug, wig,* and *tag* is the same.**

Practice/Apply

INDEPENDENT PRACTICE Follow the same procedure, using the sets of words below. Have children tell which sound is the same. Then have them name the sound.

Beginning Sound:

- **rip, rug, ram** (/r/)
- **men, mitt, map** (/m/)
- **hut, hip, hem** (/h/)
- **bus, bat, box** (/b/)
- **wax, win, wet** (/w/)
- **fun, fog, fit** (/f/)
- **can, cob, cut** (/k/)
- **jab, jet, jug** (/j/)

Ending Sound:

- **top, cup, sip** (/p/)
- **fan, den, pin** (/n/)
- **sag, tug, big** (/g/)
- **kid, pad, nod** (/d/)
- **cab, rib, web** (/b/)
- **jam, him, gum** (/m/)
- **pet, sat, got** (/t/)
- **bus, gas, yes** (/s/)

Objectives

- *To identify and isolate beginning sounds in groups of words*
- *To identify and isolate ending sounds in groups of words*

BELOW-LEVEL

Segment Sounds Help children hear the initial sound in sets of words by segmenting words by onset and rime. For example, say: */r/-ip, /r/-ug, /r/-am.* Ask children to repeat the words and name the beginning sound that is the same.

Relate *Ee* to /e/

phonics Tested

Objective

- *To match the letter* Ee *to the sound /e/*

Materials

- *Sound/Spelling Card Ee*
- copies of letter card *e, Teacher Resource Book,* pp. 49–52
- *Letter/Sound Rhymes Chart 20*
- *Write-on/Wipe-off Boards*
- *Sounds of Letters CD*
- chart paper
- marker
- *Teacher Resource Book,* p. 78
- pencils
- paper, scissors, glue

Refer to *Sounds of Letters CD* Track 16 for pronunciation of /e/.

Saying Words with /e/ Some children may have difficulty distinguishing short *e* from short *u*. Have children practice saying words with the short *e* and short *u* sounds. Emphasize the /e/ and /u/ sounds as you say the following words: *Ben/bun, net/nut, bed/bud.* Have children repeat the words after you.

Start with the Sound

DEVELOP PHONEMIC AWARENESS OF /e/ (Initial Position) Say the words *egg* and *elbow* and have children repeat the words. Tell children that *egg* and *elbow* begin with /e/. Have children say /e/ several times.

Teach/Model

Routine Card 12

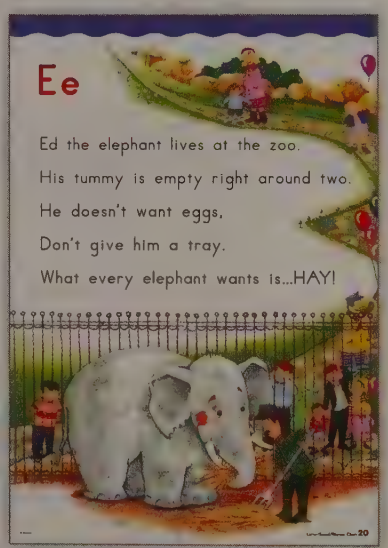
CONNECT LETTER AND SOUND Display *Sound/Spelling Card Ee*. Ask: **What is the name of this letter? The letter *E* can sometimes stand for /e/, the sound at the beginning of *elephant*. Say /e/.** Have children repeat the sound as you touch the letter on the card several times.

▲ **Sound/Spelling Card Ee**

DISCRIMINATE /e/ Give children each a letter card *e* (*Teacher Resource Book,* pp. 49–52). Say: **I will say some words. If a word begins with /e/, hold up the card and say /e/. If the word does not begin with /e/, hold your card behind your back.** Say the words *hold, ever, echo, camp, enjoy, test,* and *empty*.

Tell children that /e/ appears in the middle of some words, such as *wet*. Follow the same procedure for the medial position. Use the words *ten, fan, get, leg,* and *hop*. Then have children tell whether the /e/ sound is in the beginning or middle of these words: *every, edge, red, egg, jet,* and *men*.

Display *Letter/Sound Rhymes Chart 20*. Read the rhyme aloud, tracking the print. Point to and read the *Ee* words. Have children repeat them. Read the rhyme again.


Ee
Ed the elephant lives at the zoo.
His tummy is empty right around two.
He doesn't want eggs.
Don't give him a tray.
What every elephant wants is...HAY!

▲ **Letter/Sound Rhymes Chart 20**

5-DAY PHONICS

- DAY 1 Introduce *Ee*
- DAY 2 Relate *Ee* to /e/
- DAY 3 Blending /e/ and /t/
- DAY 4 Word Blending and Building
- DAY 5 Review /e/*e*

Guided Practice

IDENTIFY SOUND POSITION Distribute a letter card *e* and a *Write-on/Wipe-off Board* to each child. Have children point to the heart shape on side B of the *Write-on/Wipe-off Board*. Explain that they will be working with the three boxes next to the heart. Draw three similar boxes on chart paper.

e

Then tell children: **I am going to say some words. If /e/ is at the beginning of the word, put your letter *e* on the beginning box. If /e/ is in the middle, put your letter *e* on the middle box.**

Model the activity using the words *egg*, *envelope*, and *ten*. Then say the following words, and have children place their letter card in the appropriate box:

peg	engine	when	set	fed
every	Ted	den	elbow	edge

Independent Practice

IDENTIFY /e/ Distribute copies of *Teacher Resource Book* page 78. Have children say each picture name. Tell them that they are going to cut out pictures of things whose names begin with /e/ and glue them to the paper. Then have them label the page with *Ee*.

MONITOR PROGRESS

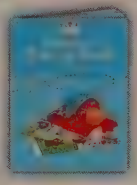
Phonics: Short Vowel /e/*e*

IF	THEN
children cannot distinguish the /e/ sound in the beginning and middle of words,	elongate the sound as you say the words. Have children repeat the words and sound after you.

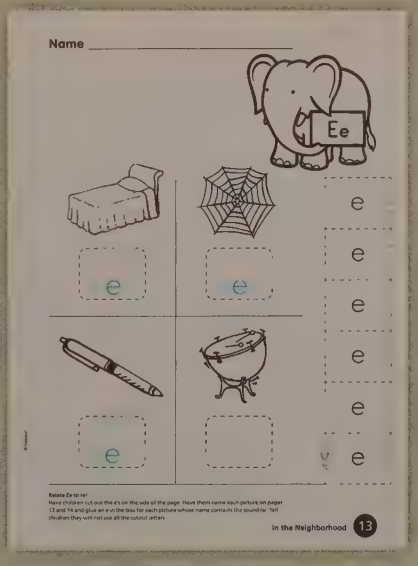
Small-Group Instruction, p. S9:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Phonics Resources



Phonics Practice Book, pp. 97–98



▲ **Practice Book, pp. 13–14**

High-Frequency Words

Review: we

Tested

Objective

- *To read high-frequency words*

Materials

- chart paper
- marker
- *High-Frequency Word Cards: come, for, to, we*
- drawing paper
- pencils
- crayons

ELL

Say Sentences Stand up, and then ask children to do the same thing. Say: **We can stand.** Hold up the *High-Frequency Word Card we* as you say the word. Repeat with other actions, such as sit, hop, turn around, and walk.

Review

READ THE WORD IN CONTEXT Write the rhyme "Nature Walk" on the board or chart paper. Ask volunteers to point to the word *we* in the rhyme. Have them match the *High-Frequency Word Card we* to the word *we* in the rhyme.

Nature Walk

Going for a walk is so much fun.
We don't hurry and we don't run.
We look at all the pretty trees.
And listen for birds and buzzing bees.

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Practice/Apply

GUIDED PRACTICE Tell children that you are going to show them different word cards. When they see the word *we*, they should read the word aloud and show thumbs up. If they don't see the word, they should read the word aloud and show thumbs down. Hold up the *High-Frequency Word Cards we, for, come,* and *to* in random order until children consistently recognize the word *we*.

INDEPENDENT PRACTICE Write the following sentence frame on the board: *We can* _____. Read it aloud. Ask children to copy the sentence frame and draw a picture to complete the sentence. Have children read their sentence to classmates.

Reality/Fantasy

Comprehension

Tested

Review

REVIEW THE CONCEPT Remind children that some stories are realistic because the things that happen in them could happen in real life. Other stories are make-believe, or fantasy, because the things that happen in them couldn't really happen.

▲ **Big Book**
What a Treasure!

Teach children to distinguish story, or fiction, from nonfiction and reality from fantasy. Discuss with children what fact is and what fiction and fantasy are. Discuss also the difference between a realistic story and a fantasy.

Display the cover of *What a Treasure!* Read the title and talk about the picture. Then model for children how to decide whether *What a Treasure!* is realistic or a fantasy.

Think Aloud **I want to know if this story is about something realistic or make-believe. On the cover of the book, I see a mole wearing clothes. I know that in real life moles do not wear clothes. So I can tell that this story is make-believe.**

Practice/Apply

DISTINGUISH REALITY FROM FANTASY Display pages 4–5 of *What a Treasure!* Read aloud the text and have children look at the pictures. Ask: **Could this happen in real life? Why or why not?** (No, because moles do not wear clothes or dig with shovels.)

Read Aloud

Guide children as you read aloud *What a Treasure!* (Monitor Comprehension: pages T122–T127). Have them pay attention to the words and pictures in the book and ask themselves: *Could this really happen?*

Objective

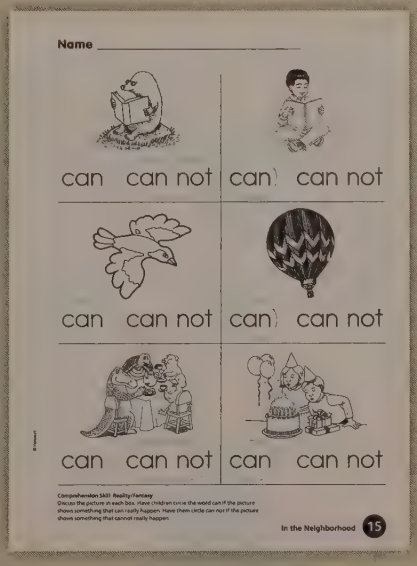
- *To understand the difference between reality and fantasy*

Materials

- *Big Book: What a Treasure!*

E L L

Name Animals Point to and name the animals in the story (Mole, Bird, Snail, Squirrel). Have children repeat the names with you. Then say the name of an animal on a page and ask children to point to the corresponding picture and repeat the name.


Name _____

can can not | can can not

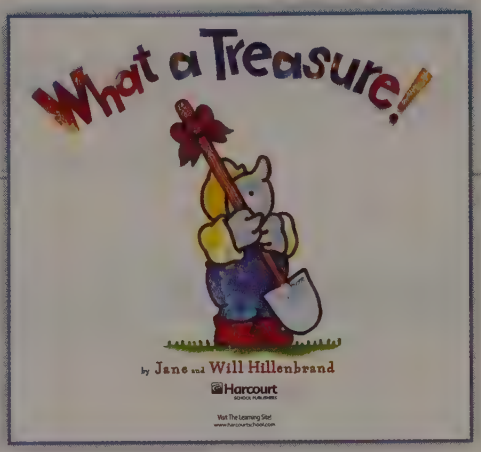
can can not | can can not

can can not | can can not

In the Neighborhood 15

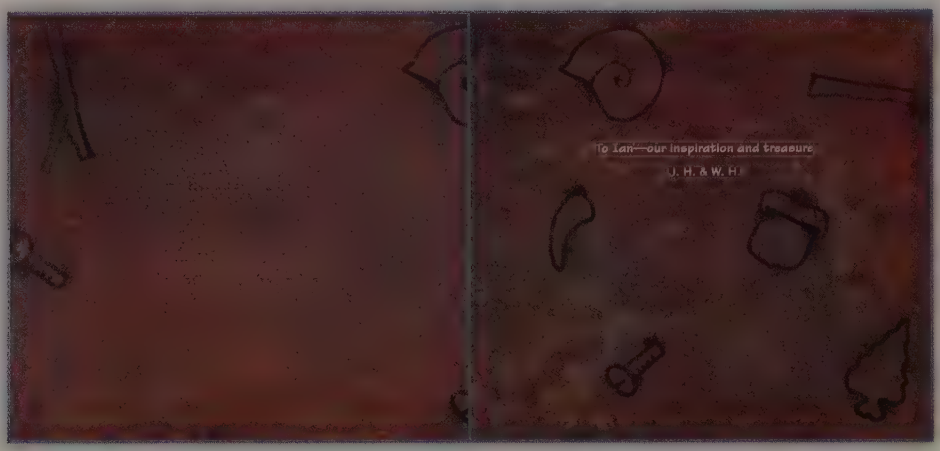
▲ **Practice Book, p. 15**

Monitor Comprehension



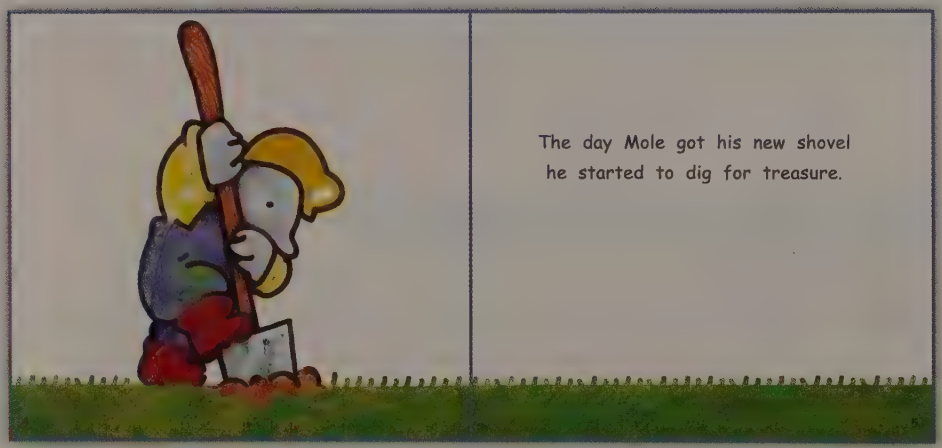
Pages 4–5

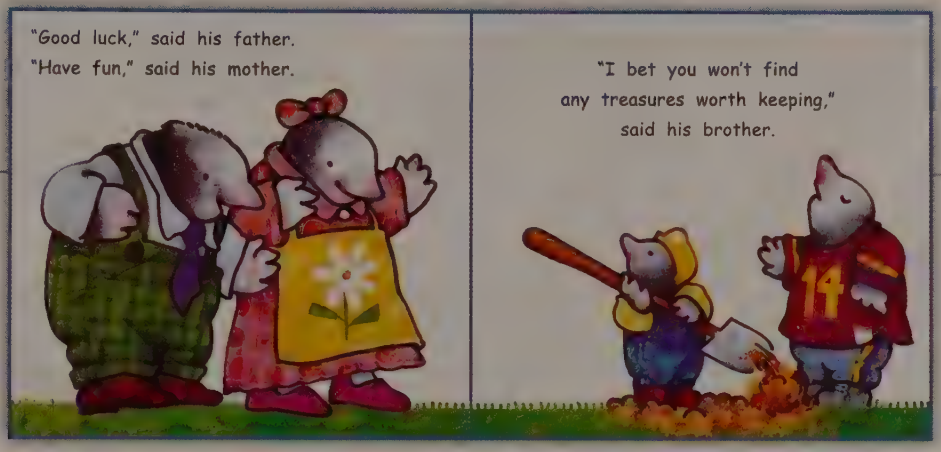
MAKE PREDICTIONS **What treasure do you think Mole will find?**
(Responses will vary.)

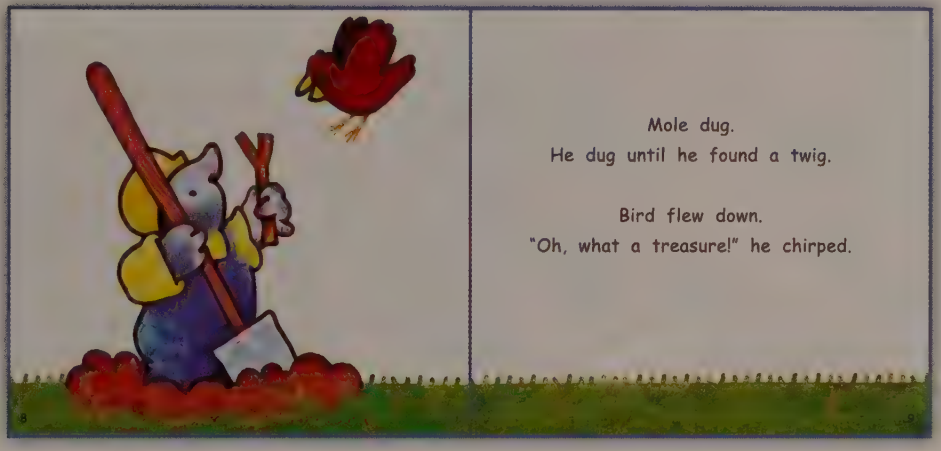


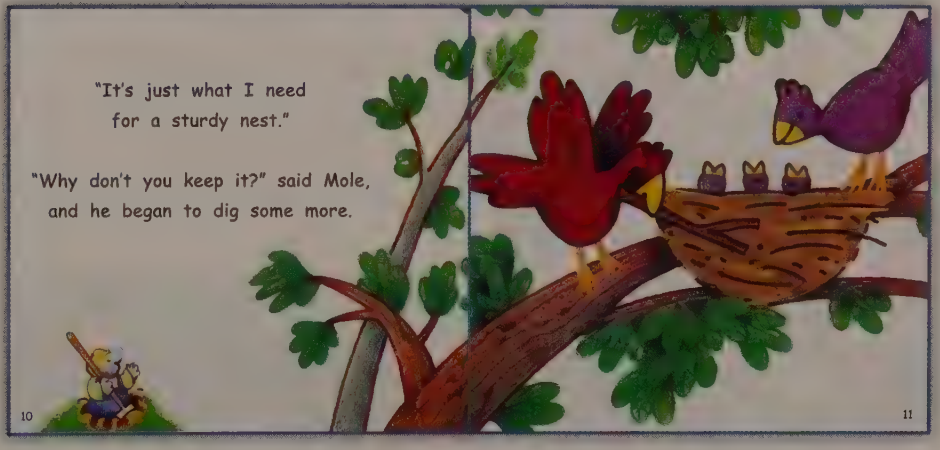
ELL

Name Objects As you read aloud the story, point to and name the objects in the story (shovel, twig, shell, acorn). Have children repeat the words with you. Then say the name of an object on a page and ask children to point to the corresponding picture and repeat the word.









Monitor Comprehension

Pages 6–11

1 Focus Skill **REALITY/FANTASY** **What things on these pages are realistic?** (Birds use twigs to build nests.)

2 **RELATE PICTURES TO TEXT** Model for children how to use illustrations to gain meaning from a text. Use pages 8–9 as an example.

Think Aloud **The words say that Mole found a twig. If I'm not sure what a twig is, I can look at the picture. I see that a twig is a small branch.**

Have children follow the same procedure to define *acorn* on pages 16–17.

BUILD ROBUST VOCABULARY

Draw attention to the word *sturdy* on page 10. Say: **Here is the word *sturdy* that we have talked about. Why does the bird want to build a sturdy nest?** (The nest has to be strong to keep the baby birds safe.)

Monitor Comprehension

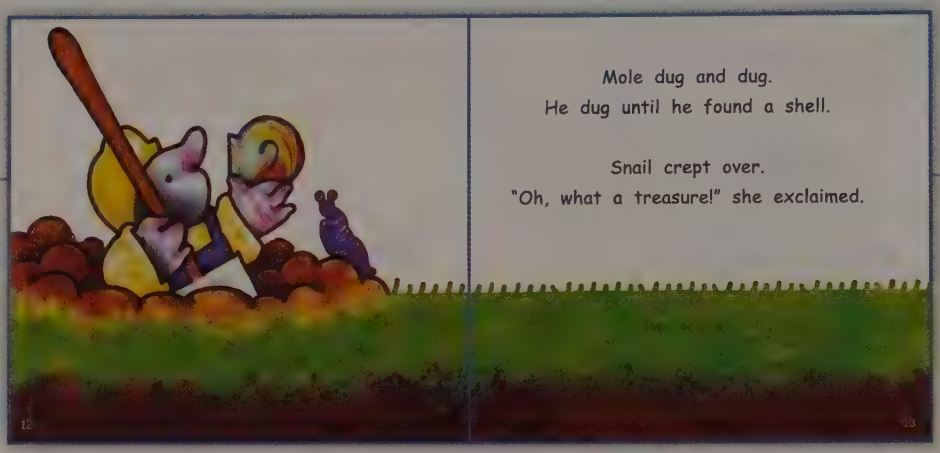
Pages 12–17

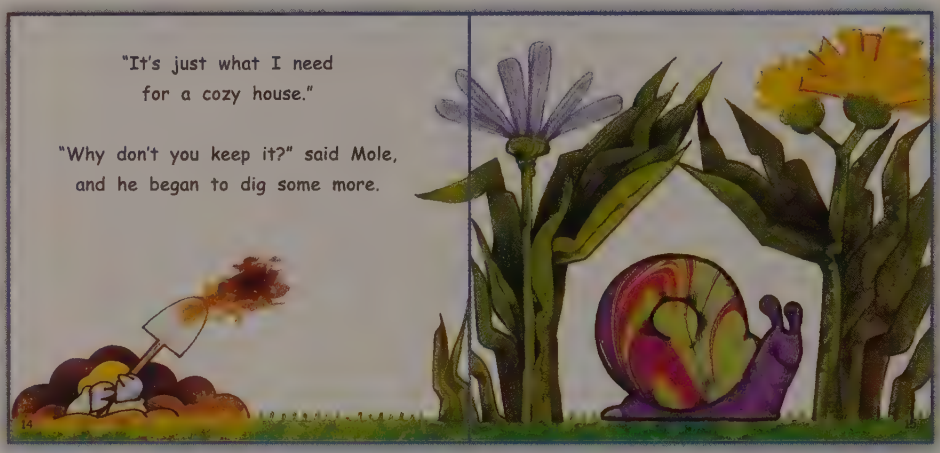
1. **RELATE PICTURES TO TEXT** **What does Snail do with the shell?** (She puts it on her back to use for a house.)

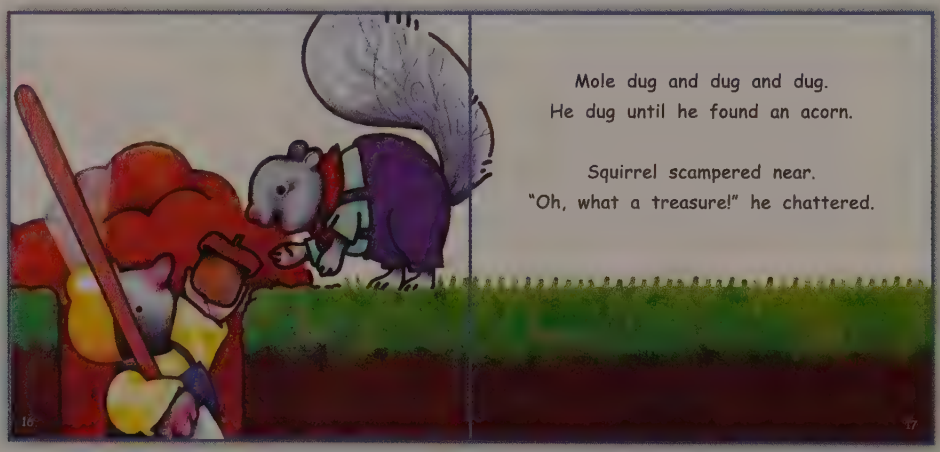
2. **MAKE INFERENCES** **Why do you think Squirrel treasures the acorn?** (Squirrels eat nuts and the acorn is a kind of nut.)

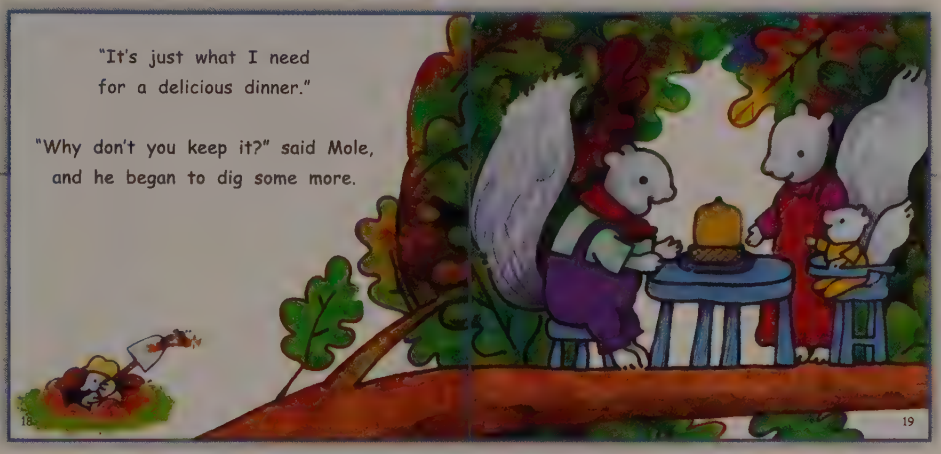
VOCABULARY DEVELOPMENT

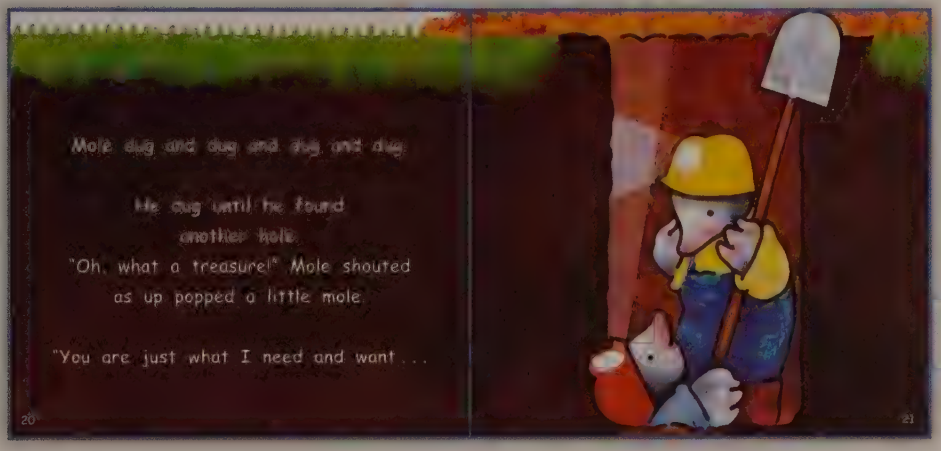
Read aloud the first sentence on page 14. Tell children that the word *cozy* means "warm and comfortable." Ask: **What other things do you know that are cozy?** (Possible responses: fuzzy slippers, soft blanket, warm jacket)










Mole dug and dug and dug and dug.
He dug until he found
another hole.
"Oh, what a treasure!" Mole shouted
as up popped a little mole.
"You are just what I need and want . . .
20
21

Monitor Comprehension

Pages 18–23

1. **REALITY/FANTASY** Display page 19. **What things are real on this page?** (squirrels eating acorns) **What things are make-believe?** (squirrels wearing clothes, squirrels using furniture)

2. **NOTE DETAILS** **What is happening to the hole that Mole is digging?** (It is getting deeper and deeper.)

3. **IDENTIFY CHARACTERS' EMOTIONS** **How do you think Mole feels when he finds the little mole?** (Possible responses: surprised, happy, excited)

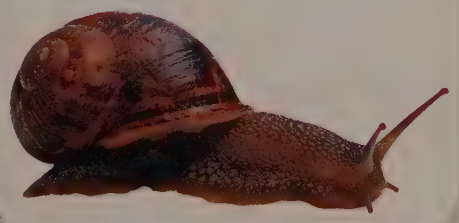
SCIENCE

SUPPORTING STANDARDS

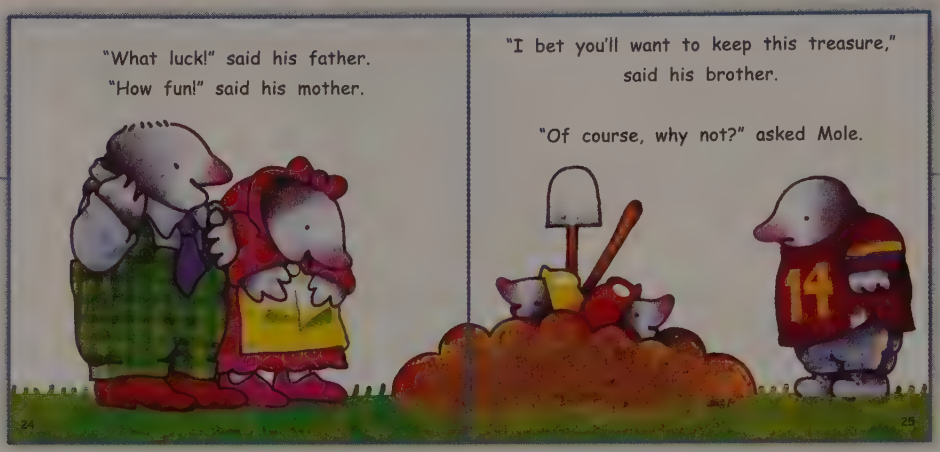
Animal Homes Explain that every living thing needs a home. Review the animal homes in the story by asking:

- **Where does Bird live?**
- **Where does Snail live?**
- **Where does Squirrel live?**

Discuss why animals need a safe home. (to have a place to rest and a place to hide from enemies)



Monitor Comprehension


"What luck!" said his father.
"How fun!" said his mother.
"I bet you'll want to keep this treasure," said his brother.
"Of course, why not?" asked Mole.
14
24
25

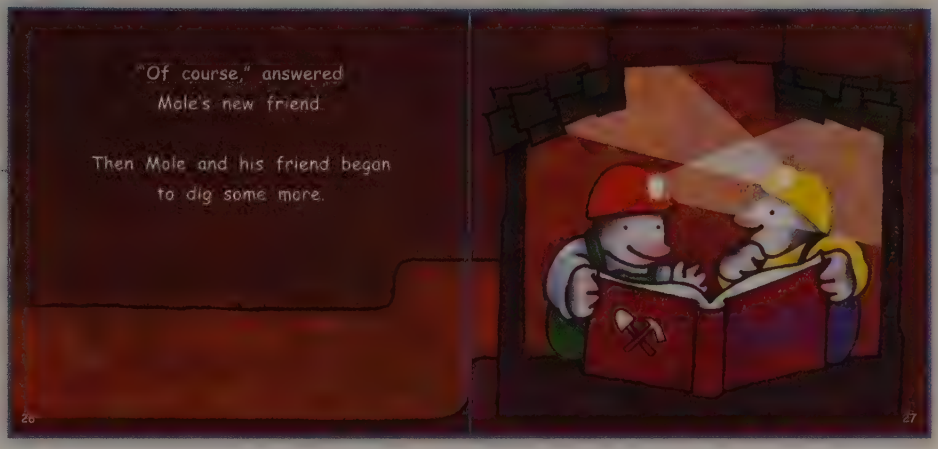
Pages 24–25

1. **DRAW CONCLUSIONS** **Why does Mole want to keep the last treasure he finds?** (He wants a friend and the little mole will be his friend.)

2. **EXPRESS PERSONAL OPINIONS** **Do you think a friend is a treasure? Why?** (Responses will vary.)

ADVANCED

Sequence Ask children to name the treasures Mole finds, in the order that he finds them, and to tell what he does with each one. Children can use the book as a reference for recalling the treasures. Encourage them to use the words *first*, *next*, and *last*.



Monitor Comprehension

Pages 26–27

1 **CONFIRM PREDICTIONS** **What treasure did you predict Mole would find? Were your predictions correct?** (Responses will vary.)

2 **EXPRESS PERSONAL OPINIONS** **Would you like to dig for treasure? What treasure would you like to find?** (Responses will vary.)

Apply Comprehension Strategies

Monitor Comprehension: Make Inferences Remind children that they can use what they know and clues from the story to figure out what is happening. Model how to use story clues.

Think Aloud **The author doesn't tell how the moles feel about each other. But I can use clues from the story. The moles play, dig, and read together and they look like they are having fun. So I think the moles are happy and are new friends.**

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

Student-Friendly Explanations

treasure A *treasure* is something that is valuable to someone.

sturdy Something that is *sturdy* is strongly built or made.

worth If an item has *worth,* it is very important to a person.

ADVANCED

Use Words in Sentences Call on volunteers to use each word in a sentence. Prompt them with sentence starters such as these: *I treasure my ____ because ____. A ____ is worth a lot to me. A ____ is something that is sturdy.*

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations for *treasure, sturdy,* and *worth*. Then discuss each word, using the following examples:

treasure

- **What kind of treasure might you find in your neighborhood? Tell about it.**
- **If you found a treasure, what would you do with it? Why?**
- **What is something your mother would treasure? Why?**

sturdy

- **Which word is the opposite of *sturdy,* strong or weak? Tell why.**
- **Which is more sturdy, a wet piece of paper or a bird's nest? Tell why.**
- **If you were building a sturdy home, you would need to use bricks. Why? What are some other materials you could use to build a sturdy home?**

worth

- **Which would be worth more to a dog, a bone or a TV? Tell why.**
- **I'll say some things. If the thing is worth a lot of money, say "That is worth a lot." If not, don't say anything.**

  —a castle

  —a paper towel

  —a fancy car

  —diamond jewelry

  —a rock

Shared Writing

Description of a Thing

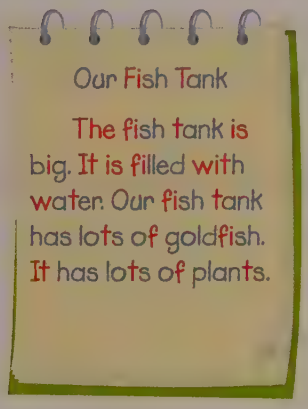
Write Together

BRAINSTORM Explain that writing has different uses. Writers write for various reasons, such as to express themselves, to explain something, or to describe objects or experiences. Talk with children about why writers would write descriptions. Ask: **Why do you think it is important to write a description of something?**

Tell children that today you are going to work together to write another description. Remind children that a description is a group of sentences that tell what someone or something is like.

SHARE THE PEN Ask children to name some interesting things in the classroom. List their responses on the board. Together, decide on a classroom object to write a description about.

- **The first thing we will do is write the name of the object at the top of the page.**
- **Now let's think about words that we can use that will give our readers a good idea of what the fish tank looks like.** Write children's ideas on the chart paper.
- **Now let's write about the fish tank.** As you write the description, invite children to write letters or words they know.



WRITING TRAIT **WORD CHOICE** Remind children that when writing a description of an object, it is important to choose words that give the reader a clear picture of what the object is like.

Share

READ THE DESCRIPTION Read aloud the description. Ask children to tell which words give the reader a clear picture of what the fish tank looks like.

Objective

- *To write a description of a thing*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About an Animal Have children draw and write about an animal they might see on a walk in their neighborhood.

Day at a Glance

Day 3

Phonemic Awareness
- Phoneme Identity: Medial

phonics
- Blending /e/e, /t/t

High-Frequency Words
- Introduce: *want*

Comprehension
Review: Use Story Structure

Reading
- *Library Book: Pet Show!*

▲ Pet Show!

Robust Vocabulary
- Introduce: *compliment, confer, mingle*

Writing
- Shared Writing: Description of a Thing

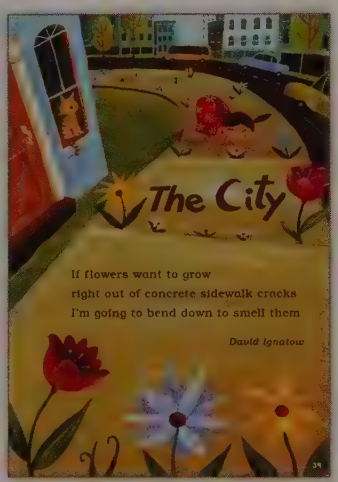
Warm-Up Routines

Begin with a Poem

Objective *To listen to and respond to a poem*

LISTEN TO A POEM Tell children to listen carefully and thoughtfully to the poem you will read to them. Tell them that after listening, they will be sharing their thoughts about it. Display page 39 of the *Big Book of Rhymes and Poems.* Recite the poem for children.

After reading, invite children to evaluate and interpret the text. Read the first two lines of the poem and ask children to tell what they think the lines mean. Repeat the procedure for the last line of the poem. Invite children to tell what parts they like best and why.



▲ **Big Book of Rhymes and Poems, p. 39**

Oral Language

Objective *To respond to a poem*

RESPOND TO A POEM Reread the poem "The City." Discuss with children what is happening in the poem. Lead children to respond to the poem through movement in a way that shows their understanding and interpretation of it. Children can pantomime the flowers growing up from the sidewalk and then show how they would bend down to smell the flowers.

Phonemic Awareness

Phoneme Identity: Medial

Tested

Review

LISTEN FOR SOUNDS Remind children that they have been listening for sounds that are the same in a group of words. Then model for children how to listen for the same middle sound in a group of words.

Think Aloud **Listen as I say these words: *top, fox, dog*. I hear /o/ in the middle of each word. The sound in the middle of *top, fox,* and *dog* is the same, /o/.**

Practice/Apply

INDEPENDENT PRACTICE Follow the same procedure using the sets of words below. Have children tell which sound is the same. Then have them name the sound.

hit, fin, six (/i/)
yet, den, leg (/e/)
jam, lap, back (/a/)
tub, fun, dug (/u/)
cub, jug, run (/u/)
bat, ran, nag (/a/)
sip, win, fit (/i/)
led, yes, net (/e/)
dot, job, hop (/o/)
tan, vat, gap (/a/)
nod, mop, sock (/o/)
lit, miss, pig (/i/)
beg, hen, red (/e/)
map, sat, bad (/a/)
bib, tip, jig (/i/)
fuss, cut, hug (/u/)

Objective

- *To identify and isolate medial sounds in groups of words*

BELOW-LEVEL

Pairs of Words Use pairs of words to help children focus on the middle sound. Say: ***hit, fin*. Which sound is the same in *hit* and *fin?*** Help children identify the same sound in both words, /i/. Repeat with other pairs of words.

Blending /e/e, /t/t

phonics Tested

Objectives

- *To relate letters to their sounds*
- *To blend sounds to read words*

Materials

- *Alphabet Cards: e, j, l, m, n, p, s, t, w*
- pocket chart
- chart paper
- marker
- drawing paper
- pencils
- crayons

Start with the Sounds

BLEND PHONEMES Have children sit in a circle. As you read the following verse, have children echo you. Establish a rhythm and keep it going throughout the verse.

We're going on a word hunt.
What's this word?
/p/ /e/ /t/
Together: pet!

Continue for the words /s/ /e/ /t/ (set), /p/ /e/ /n/ (pen), and /l/ /e/ /g/ (leg).

Teach/Model

DIBELS Nonsense Word Fluency NWF

Routine Card 13

WORD BLENDING Place the letters *n*, *e*, and *t* in the pocket chart, separated from each other. Point to each letter, and ask children to name it.

- Point to *n*. Say: **/n/.** Have children repeat the sound after you.
- Point to *e*. Say: **/e/.** Have children repeat the sound after you.

- Slide *e* next to *n*. Move your hand from left to right under the letters and blend the sounds, elongating them: **/nnee/.** Have children repeat after you.

- Point to *t*. Say: **/t/.** Have children repeat the sound after you.
- Slide *t* next to *ne*. Move your hand from left to right under the letters and blend the sounds, elongating them: **/nneet/.** Have children repeat after you.

- Then have children blend and read the word *net* with you. Write the word *net* on the board, and have children read it.

5-DAY PHONICS

- DAY 1 Introduce *Ee*
- DAY 2 Relate *Ee* to /e/
- DAY 3 Blending /e/*e* and /t/*t*
- DAY 4 Word Blending and Building
- DAY 5 Review /e/*e*

Guided Practice

BLEND MORE WORDS Place the letters *w, e,* and *t* in the pocket chart, with space between the letters.

- Point to *w* and say: **/w/.** Point to *e* and say: **/ee/.** Slide *e* next to *w*. Move your hand under the letters and blend the sounds, elongating them: **/wee/.** Have children blend the sounds after you.

- Point to *t*. Say: **/t/.** Have children repeat the sound.
- Slide *t* next to *we*. Slide your hand under *wet* and blend the sounds. Have children blend the sounds as you slide your hand under the word.

- Then have children read the word *wet* along with you.

Follow the same procedure to blend and read *met, jet, let,* and *set* with children. After blending and reading each word, list it on the board below the word *net*. Have children read the words.

Independent Practice

WRITE WORDS Write the sentence frame *My pet is a* _____. on the board or chart paper. Read it aloud with children. Have children write *My pet is a* and draw a picture to complete the sentence. When they have finished, ask children to take turns reading their sentence to the group.

ELL

Build Vocabulary Explain or demonstrate the meaning of unfamiliar words. For example, pantomime how to set a table, show something that is wet, or display pictures of a jet, a net, and a pet.

Phonics Resources

Phonics Practice Book, pp. 99–100

High-Frequency Words

Introduce: want Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: my, look, this, want, where*
- copies of word card *want*

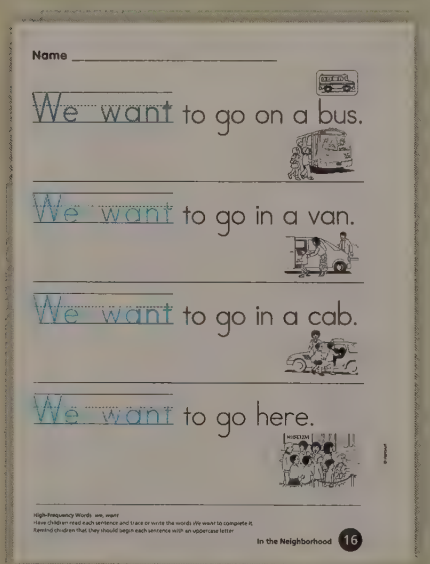
MONITOR PROGRESS

High-Frequency Words

IF	THEN
children have difficulty reading the word *want*,	have them trace each letter and read the word.

Small-Group Instruction, p. S10:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name _____

We want to go on a bus.

We want to go in a van.

We want to go in a cab.

We want to go here.

In the Neighborhood 16

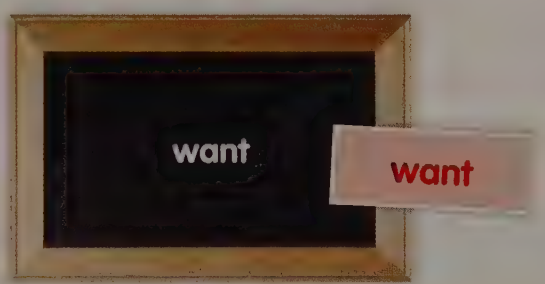
▲ Practice Book, p. 16

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *want* on the board.

- Point to and read *want*. Have children say it with you.
- Say: **They *want* to play.**
- Display the *High-Frequency Word Card want*. Say ***want.***
- Spell the word as you point to each letter. Have children spell the word.
- Match the *High-Frequency Word Card want* to the word on the board, say the word, and have children say it with you.



Practice/Apply

GUIDED PRACTICE Distribute the word card *want* (*Teacher Resource Book*, p. 43) to each child. Have children point to the word and read it. Tell children that you will show them words and, when they see *want*, they should say the word and point to it on their card. Hold up *High-Frequency Word Cards want, this, my, where,* and *look* until children consistently identify the word *want*.

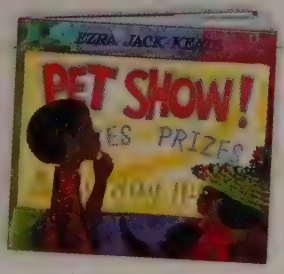
INDEPENDENT PRACTICE Have children take turns completing this sentence starter: *I want to* _____. As children say the word *want*, they should point to the word on their word card.

Use Story Structure

Comprehension

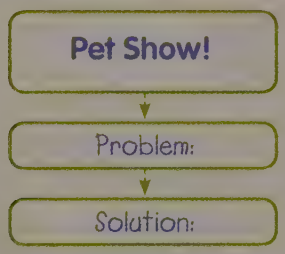
Review

USE STORY STRUCTURE Display *Pet Show!* Tell children that this story is about a neighborhood pet show. Tell children that in many stories a character has a problem that has to be figured out. Explain that understanding who the character is and what the problem is can help them understand and remember a story.



▲ Library Book *Pet Show!*

Begin a Problem/Solution chart. Tell children that as they listen, they will think about the problem and how the character figures it out.



Practice/Apply

DURING READING While reading *Pet Show!*, use the Monitor Comprehension questions on pages T136–T143. Pause at appropriate points to add information to the Problem/Solution chart.

Focus on

Story Elements

CHARACTERS After reading *Pet Show!*, discuss the main story character, Archie, with children. Help them use story events to understand what kind of person Archie is. Ask: **What is Archie like? How would you describe him?** Guide children to recognize that Archie is smart (he thinks of a different kind of pet to replace his cat) and kind and thoughtful (he lets the old woman keep the ribbon won by his cat).

Objective

- *To use story structure to understand and remember a story*

Materials

- *Library Book: Pet Show!*
- chart paper
- marker

Name

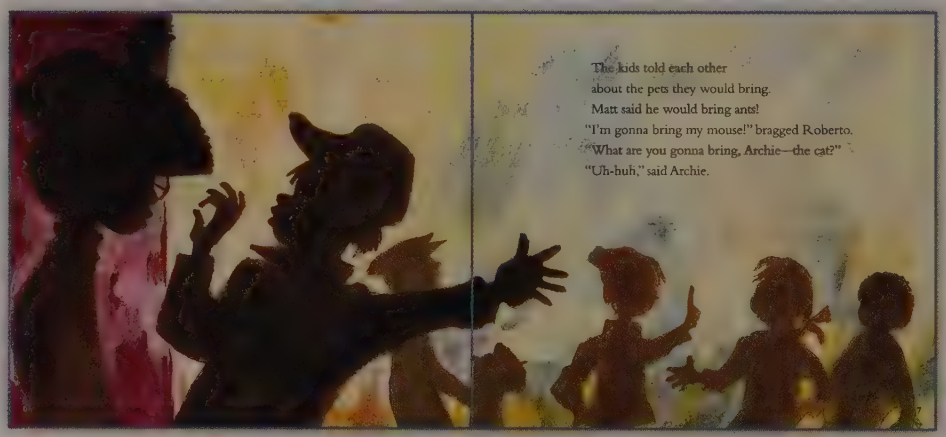
Pet Show!

In the Neighborhood 17

▲ Practice Book, pp. 17–18

Monitor Comprehension

Pages 4–7


The kids told each other
about the pets they would bring.
Matt said he would bring ants!
"I'm gonna bring my mouse!" bragged Roberto.
"What are you gonna bring, Archie—the cat?"
"Uh-huh," said Archie.

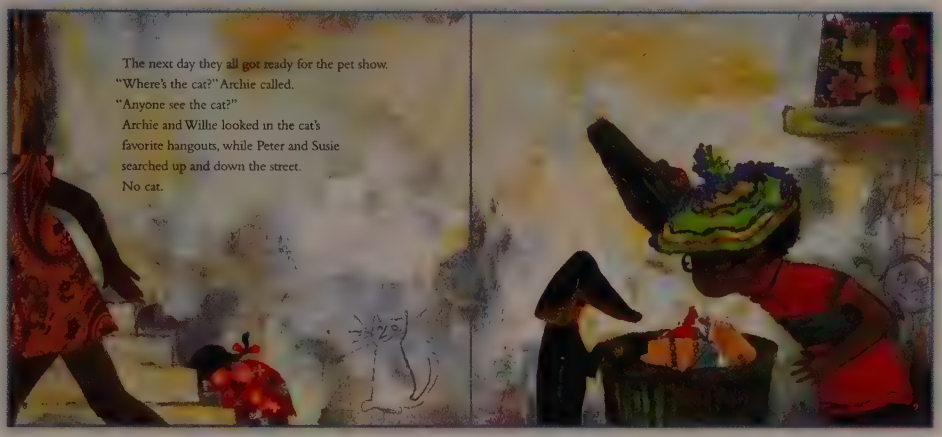
1 **PREVIEW THE BOOK** Routine Card 17 Read the title aloud. Ask a volunteer to point out the author/illustrator's name. Ask children what an author/illustrator does. Then page through the book and invite children to look at the illustrations. Ask: What do you think the book will be about? (Responses will vary.)

2 **IDENTIFY CHARACTERS' EMOTIONS** **How do you think the children feel about the pet show? Why do you think so?** (Possible response: excited; They are all talking about the show and the pets they will bring.)

3 **EXPRESS PERSONAL OPINIONS** **Would you like to have your pet be in a pet show? Why or why not?** (Responses will vary.)

ELL

Develop Vocabulary Explain that a pet is an animal that people can keep at home. Display pictures of animals that can be pets and animals that cannot be pets. Name the animals and have children repeat the names. Then point to a picture and ask: **Is this a pet?**


The next day they all got ready for the pet show.
"Where's the cat?" Archie called.
"Anyone see the cat?"
Archie and Willie looked in the cat's favorite hangouts, while Peter and Susie searched up and down the street.
No cat.

Archie's mother came to the window.
"Where can that cat be?" he asked her.
"You know how independent he is, Archie.
You never know when to expect him."
"But I expect him now! It's time for the pet show!
Maybe he's inside somewhere."
Archie ran into the building.

Monitor Comprehension

Pages 8–11

1 **IMPORTANT DETAILS** **What pet does Archie want to bring to the pet show?** (the cat)

2 **USE STORY STRUCTURE** Model for children how to use story structure to understand the story.

Think Aloud **I know that the characters are Archie and his friends. The story takes place in Archie's neighborhood. The words tell me that Archie wants to take his cat to the pet show but he can't find it. That is the problem in the story.**

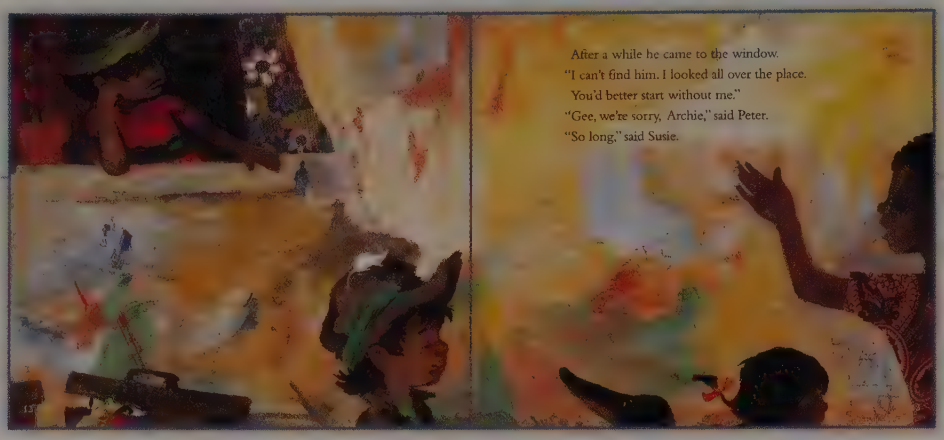
VOCABULARY DEVELOPMENT

Read aloud the fourth sentence on page 8. Explain that the word *hangout* means "a place where someone likes to spend time." Ask children to name some of their hangouts.

Monitor Comprehension

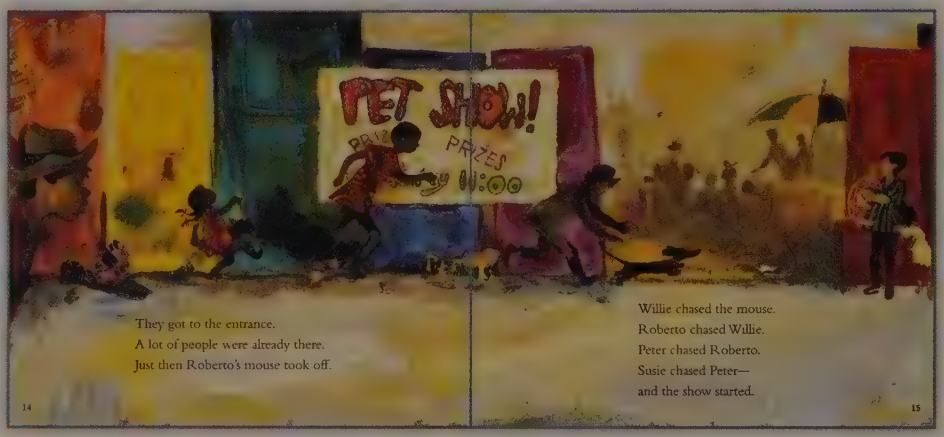
Pages 12–15

1 **MAKE INFERENCES** **Why does Archie tell his friends to go ahead without him?** (He can't find the cat and he doesn't want them to miss the pet show.)


After a while he came to the window.
"I can't find him. I looked all over the place.
You'd better start without me."
"Gee, we're sorry, Archie," said Peter.
"So long," said Susie.

E L L

Explain Usage On page 13, point out that the words *So long* are a way of saying good-bye. Have children practice waving good-bye to a friend and saying *So long*. Repeat a similar process for the words *took off* on page 14.



"Line up with your pets, please!"
the judges called.
They walked up and down, looking carefully
at every pet, and asking, "How old is your pet?"
and "What's your pet's name?"

Everyone got a prize for something.
There was the noisiest parrot,
the handsomest frog, the friendliest fishes,
the yellowest canary, the busiest ants,
the brightest goldfish, the longest dog,
the fastest mouse, the softest puppy,
the slowest turtle—
and many more!

Monitor Comprehension

Pages 16–19

1. **MAKE INFERENCES** **Why do the judges want everyone to line up?** (so that they can look at all the pets and decide who gets a prize)

2. **EXPRESS PERSONAL OPINIONS** **Do you think it's a good idea for everyone to get a prize? Why?** (Responses will vary.)

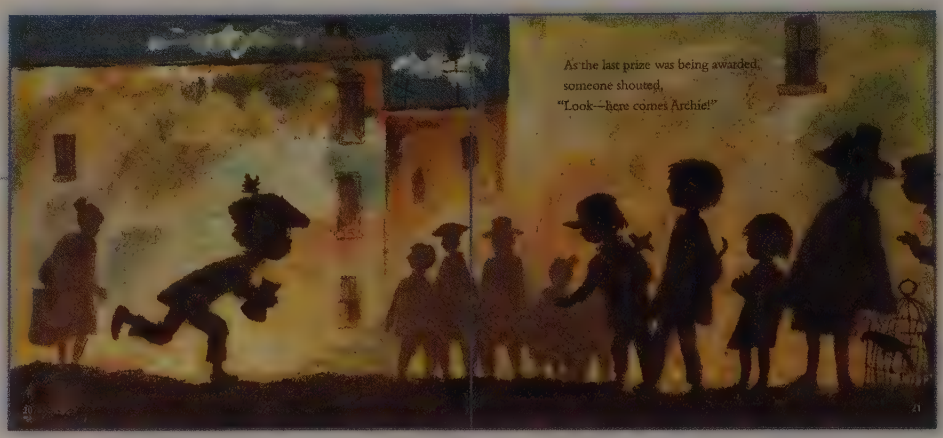
ADVANCED

Generate Questions Reread the judges' questions on page 16. Have children pretend that they are judges at the pet show. Have them take turns making up different questions they could ask about the pets.

Monitor Comprehension

Pages 20–23

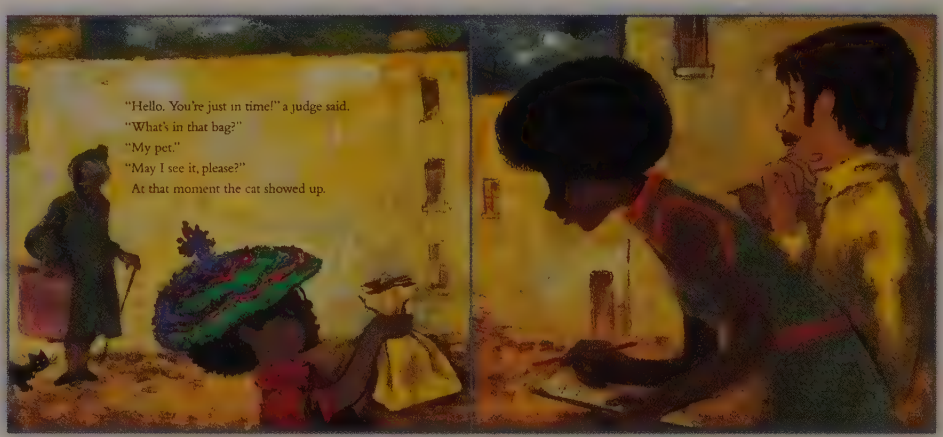
MAKE PREDICTIONS **What do you think will happen next?** (Responses will vary.)



Apply Comprehension Strategies

Generate Questions Remind children that one way to understand a story is to ask questions about what is happening. Model how to ask a question about the story.

Think Aloud **Archie is carrying a bag to the pet show. It must have a pet in it. My question is: What pet does Archie have in the bag? I will think about that question as I keep reading.**



The other judge called out, "A blue ribbon to the nice lady for the cat with the longest whiskers!"
Before anyone could say anything, he pinned a blue ribbon on the old woman and came back to Archie.

"What kind of a pet have you got in that jar?"
"A germ!" answered Archie
"Mmmm—and what's your germ's name?"
Archie thought for a moment
"Al," he said.
26
27

Monitor Comprehension

Pages 24–27

1. **DRAW CONCLUSIONS** **Why does the judge give the lady a blue ribbon?** (The judge thinks the cat is her pet.)

2. Focus Strategy **USE STORY STRUCTURE** Model for children how to use story structure to understand story events.

   Think Aloud **I know that Archie can't find the cat in time for the pet show. He solves his problem by bringing a different kind of pet to the show.**

3. **EXPRESS PERSONAL OPINIONS** **How did you feel when you saw that Archie brought a germ? Why?** (Possible responses: surprised, shocked. He brought something that was not expected.)

E L L

Develop Vocabulary Page through the book and point to the different pets in the story. Name each pet and have children repeat the name after you. Then point to a pet and ask:

Is this a dog?

Children can answer *yes* or *no*.

Monitor Comprehension

Pages 28–31

1. **MAKE INFERENCES** Pause after page 29. **What do you think the judges are whispering about?** (Possible response: about what prize to give Al)

2. **DETERMINE CHARACTERS' EMOTIONS** How do you think Archie feels when Al gets a blue ribbon? (Possible responses: happy, excited, proud)

SOCIAL STUDIES

SUPPORTING STANDARDS

The City Neighborhood Page through the book and ask children to describe the city neighborhood they see. Discuss the types of houses and buildings found there. Ask children to tell what else might be found in a city neighborhood. Help them compare the neighborhood in the book to their own neighborhood by discussing similarities and differences.

As everyone was leaving,
the old woman came over to Archie.
"He's really your cat, isn't he?" she said.
"You should have the ribbon."
"It's OK," Archie said. "You keep it."
And he ran to join his friends.

They passed the old woman on their way home.
"Thank you for the ribbon," she called.
Archie smiled.
"It looks good on you. See you around."
"See you around," she said.
EMILY'S

Monitor Comprehension

Pages 32–35

1 **MAKE INFERENCES** **Why doesn't Archie take the ribbon from the old woman?** (Possible response: because he already has a ribbon for his pet germ)

2 Focus Skill **REALITY/FANTASY** **Could this story really happen or is it a fantasy? How do you know?** (it could really happen; because the things that happen in the story could happen in real life)

After Reading

Focus Strategy **USE STORY STRUCTURE** Model how to complete the Problem/Solution chart with children.

Think Aloud **I know that the story is about Archie and his friends. They bring their pets to a neighborhood pet show.**

Discuss Archie's problem and how he solves it. Record children's responses on the chart.

Pet Show!

Problem: Archie can't find his pet cat to bring to the pet show.

Solution: Archie brings a germ as a pet.

Build Robust Vocabulary

Listening/Speaking: *Words About the Library Book*

Objective

- *To develop robust vocabulary by discussing a literature selection*

INTRODUCE Student-Friendly Explanations

compliment If you give a *compliment,* you tell someone that you like something about them.

confer When you *confer,* you talk with others about what to do about something.

mingle When you *mingle,* you greet and talk with people who are gathered together.

E L L

Demonstrate Meanings Act out the meaning of each vocabulary word. For example, give a child a compliment or show how you can mingle with children. Say each word as you act it out.

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1. **Selection Context:** In the story, Archie gives the old woman a **compliment** about the blue ribbon she wears.
4. **Interact with Word Meaning:** A ballerina might get a compliment for her wonderful dancing. Would you give someone a compliment if you liked his sweater or if you didn't like his sweater?

1. **Selection Context:** In the story, the judges **confer** about Archie's pet.
4. **Interact with Word Meaning:** I conferred with my family about whether or not to get a new car. When you confer, do you eat something or talk about something?

1. **Selection Context:** The people in the story **mingle** at the pet show.
4. **Interact with Word Meaning:** At a party, you mingle with the other guests. Would you be more likely to mingle at the playground or at the library?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Name something they might confer about with a friend.
- Show how they can mingle with classmates.
- Give a classmate a compliment.

Shared Writing

Description of a Thing

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

Write Together

BRAINSTORM Remind children that they learned a poem about a city. Ask: **What things do you see in a city?** Record their responses on the board. Tell them that today you will write a description about something you can see in a city.

SHARE THE PEN Together, decide on something to write a description about.

Think Aloud

- **We are going to write about a skyscraper. What should I write at the top of the page?** Write the title on the chart paper.
- **What does a skyscraper look like?** Write children's ideas on the chart paper.
- **What else do we know about a skyscraper?** Write children's ideas on the chart paper.
- **Now we will write about the skyscraper.** As you write the description, invite children to write letters or words they know.

Skyscraper

A skyscraper is very tall. It has a lot of windows. It is made of metal. People can live or work in a skyscraper.

WRITING TRAIT

WORD CHOICE Remind children that when writing a description of something, it is important to choose words that give the reader a clear picture of what it is like.

Share

READ THE DESCRIPTION Read aloud the description, tracking the print on the chart paper. Have children point out the words that give the reader a picture of what a skyscraper looks like.

Objective

- *To write a description of a thing*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Pet Have children draw and write about a pet they would bring to a pet show.

BELOW-LEVEL

Give Oral Descriptions Point to an object in the classroom. Ask children to describe the object. If necessary, prompt them with questions such as these: *Is the (clock) big? What shape is it?* Repeat for several classroom objects.

Day at a Glance

Day 4

Phonemic Awareness

- Phoneme Categorization: Initial, Final

phonics

- Word Blending and Building

High-Frequency Words

- Review: *we, want*

Reading

- *Decodable Book 9: If You Want a Pet*

▲ Decodable Book 9

Comprehension

Focus Skill

Review: Reality/Fantasy

- *Library Book: Pet Show!*

Robust Vocabulary

- Review: *compliment, confer, mingle*

Writing

- Independent Writing: Description of a Thing

Warm-Up Routines

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Tell children that they are going to listen to a song about a neighborhood. Remind them that there are many reasons for listening. Have children determine their own purpose for listening. Recite the lyrics of "Street Song" for children. Then teach them the song. Sing the song several times, inviting children to join in. You may wish to play the song on the *Music CD*.

Street Song

Up to the barbershop I go,
I cannot stay any longer,
For if I do my mother will say
I played with the boys on the corner.

E-I-O for Willie, E-I-O for Willie,
Won't you come, Won't you come,
Won't you come and play with me?

Oral Language

Objective *To share ideas, speaking in complete, coherent sentences*

USE COMPLETE SENTENCES Remind children that the person in the song "Street Song" walks through the neighborhood. Ask: **What would you see if you walked through your neighborhood?** Encourage children to respond in complete sentences by completing the following sentence frame:

In my neighborhood, I would see _____.

If children do not respond in a complete sentence, rephrase their response in a complete sentence and have them repeat it.

Phonemic Awareness

Phoneme Categorization: Initial, Final

Tested

Review

DIBELS Initial Sounds Fluency ISF

LISTEN FOR SOUNDS Remind children that they have been listening for sounds that are the same in a group of words. Tell them that now they will listen for a beginning sound that is different in a group of words.

Think Aloud **I am going to say three words: *top, tan, big*. I hear /t/ at the beginning of *top* and *tan*. I hear /b/ at the beginning of *big*. *Big* begins with a different sound.**

Repeat, having children listen for the ending sound that is different in these three words: *hum, sad, gym*.

Practice/Apply

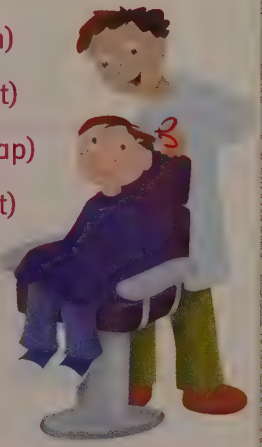
INDEPENDENT PRACTICE Say each set of words. Have children repeat each set of words and name the word that has a different beginning or ending sound.

Beginning Sound:

sub, quit, quack (sub)
van, his, hop (van)
lab, pig, let (pig)
cut, cap, hen (hen)
job, zip, jet (zip)
mug, bed, bit (mug)
nip, not, bed (bed)
dig, ran, dock (ran)

Ending Sound:

pan, hit, den (hit)
gas, fit, pot (gas)
ten, wag, rug (ten)
tub, hiss, cab (hiss)
had, sun, kid (sun)
got, wrap, lip (got)
sum, jam, cap (cap)
neck, bit, lock (bit)



Objectives

- *To identify a word that has a different beginning sound in a group of words*
- *To identify a word that has a different ending sound in a group of words*

BELOW-LEVEL

Segment Sounds Segment the beginning sounds in each set of words: */s/-ub, /kw/-it, /kw/-ack*. Have children repeat the words after you. Then ask: **Which word has a different beginning sound?** Repeat for ending sounds.

Word Blending and Building

phonics Tested

Objectives

- *To build and read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*

Materials

- *Alphabet Cards: b, e, l, o, p, s, t, w*
- pocket chart
- *Word Builders*
- *Word Builder Cards: b, e, l, o, p, s, t, w*
- paper
- pencils

Professional Development

Podcasting: Word Building, Gr. K

Start with the Sounds

BLEND PHONEMES Play a game called "Say the Word" in which you say the sounds that are in a word and children say the word.

Think Aloud **I will say the sounds /f/ /a/ /n/. The word is *fan*. Let's do another one: /d/ /i/ /p/. The word is *dip*.**

Continue, having children provide responses.

/t/ /e/ /n/ (ten)
/f/ /u/ /n/ (fun)
/s/ /i/ /p/ (sip)
/w/ /e/ /t/ (wet)
/h/ /e/ /n/ (hen)
/m/ /o/ /p/ (mop)

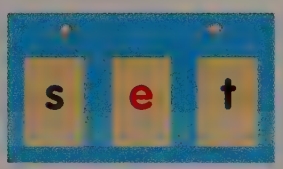
Review

DIBELS Nonsense Word Fluency NWF

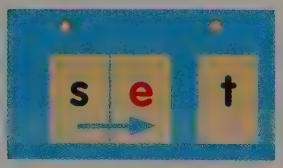
Routine Card 13

BLEND WORDS Distribute *Word Builders* and *Word Builder Cards b, e, l, o, p, s, t,* and *w* to children. As you place *Alphabet Cards* in a pocket chart, tell children to place the same *Word Builder Cards* in their *Word Builder.*

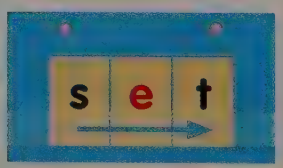
- Place *Alphabet Cards s, e,* and *t* in the pocket chart with spaces between the letters.



- Point to *s*. Say: **/s/.** Have children repeat. Point to *e*. Say: **/e/.** Have children repeat.
- Slide *e* next to *s*. Slide your hand under *se* and blend by elongating the sounds: **/ssee/.** Have children do the same.



- Point to *t*. Say: **/t/.** Have children repeat.
- Slide *t* next to *se*. Slide your hand under *set* and blend by elongating the sounds: **/sseet/.** Have children do the same.



- Say *set* naturally. Have children repeat.

5-DAY PHONICS

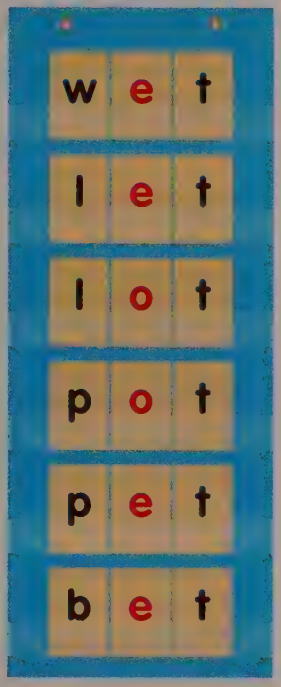
DAY 1	Introduce *Ee*
DAY 2	Relate *Ee* to /e/
DAY 3	Blending /e/ and /t/
DAY 4	Word Blending and Building
DAY 5	Review /e/*e*

Practice/Apply

Routine Card 14

GUIDED PRACTICE Have children build the word *wet* in their *Word Builder* as you build it in the pocket chart. Read the word and then write it on the board. Continue the procedure by saying:

- **Change *w* to *l*. What word did you make?**
- **Change *e* to *o*. What word did you make?**
- **Change *l* to *p*. What word did you make?**
- **Change *o* to *e*. What word did you make?**
- **Change *p* to *b*. What word did you make?**



INDEPENDENT PRACTICE On the board, write the words *can, hen, met, top,* and *red*. Have children read the words and write the words with short vowel *e* on their paper.

ADVANCED

Build More Words Have children use their *Word Builder Cards* to build and read the following words with blends: *spot, step, stop, slot.*

Reading

Apply Phonics

Objectives

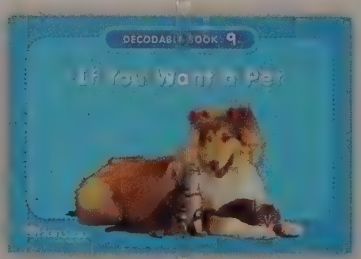
- *To decode words*
- *To read simple words in connected text*

Materials

- pocket chart
- *High-Frequency Word Cards: we, want*
- *Decodable Book 9: If You Want a Pet*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  we, want, you, to



▲ Decodable Book 9

Review

READ WORDS Write the word *pen* on the board. Model blending the sounds as you run a finger under each letter. Say: **/p/ /e/ /n/. Say it with me: /p/ /e/ /n/, *pen*.** Run a finger under the letters as children read the word. Repeat for *met* and *bed*.

REVIEW HIGH-FREQUENCY WORDS Place the *High-Frequency Word Cards we* and *want* in the pocket chart. Ask volunteers to read each word. Point to the words repeatedly and at random, having children say the word you point to each time.

INTRODUCE/READ THE BOOK Distribute copies of *Decodable Book 9*. Invite a volunteer to read the title. Tell children that this book is about getting and taking care of pets. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Chime In Read through *If You Want a Pet* once as children follow along in their own books. On a second reading, encourage children to chime in with you.

ON-LEVEL

Guided Comprehension Guide children through the story, using the Monitor Comprehension questions. Then lead them in a discussion of the story.

ADVANCED

Independent Reading Tell children to read *If You Want a Pet* on their own. Have them look for words in the story that have short vowel /e/*e*.

ELL

Preview Before children read *If You Want a Pet,* page through the book and identify the people and pets in the photographs. Then guide children through the story, using the Monitor Comprehension questions.

Deb can get a big tan dog.
2

A big dog has to get fed.
3

Ken can get a pet in a bag.
4

His wet pet has to get fed.
5

Sam can get a pet cat.
6

His pet cat has to get fed.
7

We can sell a pet.
8

Monitor Comprehension

1 **REALITY/FANTASY** **Is this story realistic or make-believe? Why do you think so?** (realistic, because everything that happens could happen in real life)

2 **IMPORTANT DETAILS** **What do all pets need?** (to get fed)

3 **EXPRESS PERSONAL OPINIONS** **Which pet would you like to have? Why?** (Responses will vary.)

Professional Development

Podcasting: Auditory Modeling, Reading Decodable Text, Gr. K

Build Fluency

Repeated Reading Have children reread *If You Want a Pet* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Reality/Fantasy

Comprehension

Tested

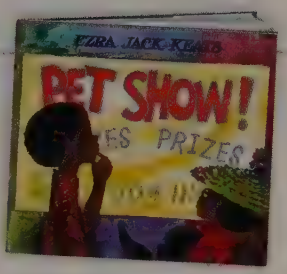
Objectives

- *To listen to and respond to a story*
- *To understand the difference between reality and fantasy*

Materials

- *Library Book: Pet Show!*
- *Story Retelling Cards: Pet Show!*
- drawing paper
- pencils
- crayons

Review



▲ **Library Book** ***Pet Show!***

BEFORE READING Remind children that some stories are realistic and some stories are fantasies, or make-believe. Discuss with children the difference between a realistic story and a fantasy. Tell them that they will listen to *Pet Show!* again. Ask children to pay attention to the words and pictures that help them know if the story is realistic or a fantasy.

Practice/Apply

DURING READING As you read the story aloud, pause periodically to ask about story events. Ask: **Could this happen in real life?**

AFTER READING Discuss the story with children. Ask:

- **Could this story really happen? Why do you think so?** (Yes, because everything that happens in the story could happen in real life.)
- **What do you think is the most unusual pet in the pet show? Why do you think so?** (Responses will vary.)
- **What kind of pet would you bring to a pet show? Why?** (Responses will vary.)

Respond to Literature

RETELL AND RESPOND Have children use the *Story Retelling Cards* to retell the story. Then have children talk about Archie's community. Ask children to describe different communities they have lived in or visited. Encourage children to ask their classmates questions about these different types of communities. As children share, remind them to speak loudly enough for others to hear. As needed, prompt children to speak in complete and coherent sentences.

▲ Story Retelling Cards 1–6, *Pet Show!*

MONITOR PROGRESS

Comprehension: Reality/Fantasy

IF	THEN
children have difficulty distinguishing reality and fantasy,	name some real and make-believe characters and events from other stories children have listened to. Discuss why each is real or make-believe.

Small-Group Instruction, p. S11:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Build Robust Vocabulary

Listening/Speaking: *Words About the Library Book*

Objective

- *To develop robust vocabulary through meaningful experiences*

compliment If you give a *compliment*, you tell someone that you like something about them.

confer When you *confer*, you talk with others about what to do about something.

mingle When you *mingle*, you greet and talk with people who are gathered together.

Ask Questions Act out each word and then ask *either/or* questions. For example, give a child a compliment. Then ask: **Did I *mingle* with you or did I give you a *compliment?*** Repeat the procedure for the other vocabulary words.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations for *compliment*, *confer*, and *mingle*. Then discuss each word, using the following examples:

confer

- **If any of the things I say would be a reason to confer with someone, say "I would confer." If not, don't say anything.**

  —to decide who is the winner of a prize

  —to read a book

  —to choose a good restaurant

  —to organize a party

  —to ride a bike

- **If you had to confer with someone about who should win a prize for the best pet, what might you say?**

mingle

- **If people mingle at a party, are they in separate rooms or in the same room? Tell why.**
- **Where is a place you can mingle with your friends?**

compliment

- **Would someone be more likely to get a compliment for painting a beautiful picture or for spilling paint on the floor? Tell why.**
- **If you got a compliment about your schoolwork, would you feel sad or happy? Why?**
- **If you gave your friend a compliment about her new bike, what might you say?**

Independent Writing

Description of a Thing

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

Write Independently

BRAINSTORM Recall with children that the pets in the pet show were given ribbons as prizes. Ask: **What is something that you have given to someone? Why did you give that person something?** List children's responses on the board.

WRITE A DESCRIPTION Tell children that they are going to write a description of something they have given to someone.

- Have children write a sentence or two to describe the thing they have chosen. Ask: **What words tell what the object looks like? What else can you say about the object?** Children can draw a picture of the object they describe.

WORD CHOICE Remind children that when they write their description, they should choose words that help the reader get a clear picture of the object they are telling about. Work with children on their choice of words, suggesting words that will help them write a better description.

Flower
I gave my mother a tulip. It was red. It had green leaves. It smelled good.

Share

READ THE DESCRIPTION Invite children to read their description to the class. Have them tell why they gave the object to the person.

Objective

- *To write a description of a thing*

Materials

- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Stuffed Animal

Have children draw and write about a favorite stuffed animal. Encourage them to describe the animal and tell why it is their favorite.

Develop Vocabulary As you help children brainstorm ideas, sketch or show pictures of the items they name. Point to and name each object. Have children repeat the names.

Day at a Glance

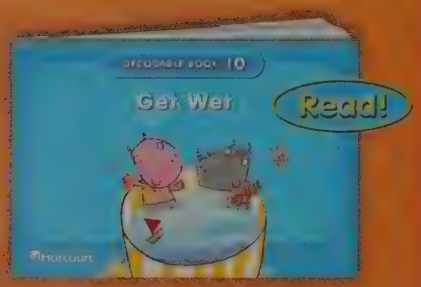
Day 5

Phonemic Awareness
- Phoneme Categorization: Medial

phonics
- Short Vowel /e/e

High-Frequency Words
- Review: *we want*

Reading
- Decodable Book 10: Get Wet



▲ Decodable Book 10

Comprehension
Review: Use Story Structure
- Read-Aloud Anthology: "The Snag Little House" pp. 58–61

Related Vocabulary
- Review: treasure, study, worth, compliment, confer, mingle

Writing
- Independent Writing: Description of a Thing

Warm-Up Routines

Begin with a Rhyme

Objective *To recite a rhyme*

RECITE A RHYME Tell children that you will teach them a rhyme. Recite the rhyme "There Was a Crooked Man." Then repeat the rhyme and invite children to recite it along with you. Explain that paying attention to the pattern and the rhyming words will help them remember the lines of the rhyme. Reread the rhyme, having children listen for the word that appears in it the most often.

There Was a Crooked Man

There was a crooked man
Who walked a crooked mile.
He found a crooked sixpence
Against a crooked stile.
He bought a crooked cat
Which caught a crooked mouse,
And they all lived together
In a crooked little house.

Oral Language

Objective *To describe a home*

DESCRIBE HOMES Discuss with children that the crooked man lived in a crooked house. Have children think about and describe their own home. Prompt them with questions such as **What color is your home? What does your room look like? What do you like best about your home?**

Phonemic Awareness

Phoneme Categorization: Medial

Tested

Review

LISTEN FOR SOUNDS Remind children that they have been listening for the sound that is different at the beginning or end of a group of words. Tell them that now they will listen for the sound that is different in the middle of a group of words.

Think Aloud **I am going to say three words: *tick, bed, dig*. I hear /i/ in the middle of *tick* and *dig*. I hear /e/ in the middle of *bed*. *Bed* has a different middle sound.**

Practice/Apply

INDEPENDENT PRACTICE Say each set of words. Have children repeat each set of words and name the word that has a different middle sound.

cup, fit, sun (fit)
fan, sip, him (fan)
nap, has, bet (bet)
fed, mat, hen (mat)
rock, tip, fig (rock)
top, rug, box (rug)
not, yam, cab (not)
gum, kit, bus (kit)
gem, fox, wet (fox)
back, had, sit (sit)
tug, web, duck (web)
yes, pot, dog (yes)
wet, jug, men (jug)
hid, fan, rat (hid)
mix, fin, pat (pat)
bun, bat, hug (bat)

Objective

- *To identify a word that has a different medial sound in a group of words*

BELOW-LEVEL

Rearrange Word Sets Help children determine the word with the different middle sound by saying it last in each set. Say: ***Cup, sun, fit.*** **Does *cup* have the same middle sound as *sun?*** (yes) **Do *cup* and *sun* have the same middle sound as *fit?*** (no) **Which word has a different middle sound: *cup, sun,* or *fit?*** (fit) Continue in the same way with other sets of words.

Short Vowel /e/e

phonics Tested

Objective

- *To decode short vowel /e/e words*

Materials

- index card
- marker
- *Alphabet Cards: d, e, g, l, n, p, r, t*
- pocket chart
- paper
- pencils

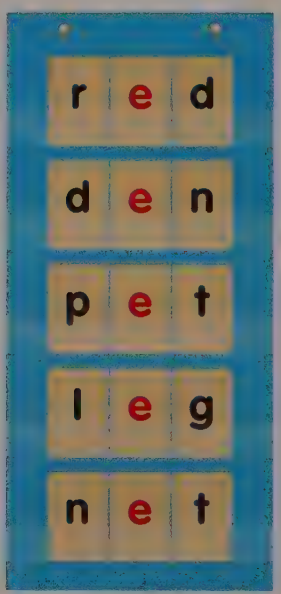
Review

BLEND SOUNDS Write the word *let* on an index card and hold it up for children to see. Model blending the sounds as you run a finger under each letter. Say: **/l/ /ee/ /t/. Say it with me: /l/ /e/ /t/, *let*.** Run a finger under the letters, having children read the word.

let

Practice/Apply

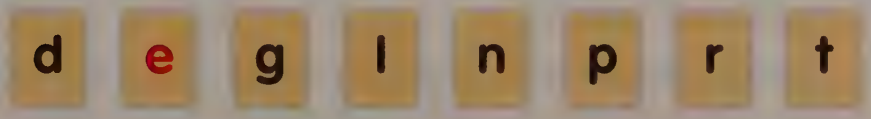
READ WORDS Use the *Alphabet Cards* to make more words in the pocket chart. Tell children that they are going to read the words by blending the sound for each letter. Have children blend the sounds to read each word.



5-DAY PHONICS

- DAY 1 Introduce *Ee*
- DAY 2 Relate *Ee* to /e/
- DAY 3 Blending /e/ and /t/
- DAY 4 Word Blending and Building
- DAY 5 Review /e/, *e*

INDEPENDENT PRACTICE Display the following *Alphabet Cards* for children: *d, e, g, l, n, p, r, t.* Encourage children to use what they know about these letters and sounds to write words. Invite them to read to classmates the words they have written.



pen
get
ten

BELOW-LEVEL

Provide Support Help children write and read words. Say: **Write these letters on your paper: *t, e, n.* Now touch the letter *t* and say the sound with me, /t/.** Repeat for *e* and *n*. Guide children to blend the sounds together to say the word *ten*. Repeat for other words.

Reading

Apply Phonics

Objectives

- *To decode words*
- *To read simple words in connected text*

Materials

- drawing paper
- pencils
- crayons
- copies of word cards *we, want, Teacher Resource Book,* pp. 42, 43
- *Decodable Book 10: Get Wet*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  we, want, to, you

▲ Decodable Book 10

Review

READ WORDS Write the words *net, get, Meg,* and *Rex* on the board. Model blending the sounds to read the word *net* as you run a finger under each letter. Say: **/n/ /e/ /t/. Say it with me. /n/ /e/ /t/. *Net.*** Run a finger under the letters, having children read the word. Repeat for the other words.

REVIEW HIGH-FREQUENCY WORDS Distribute word cards *we* and *want* (*Teacher Resource Book,* pp. 42, 43) to each child. Use the word *want* in a sentence. Have children listen to the sentence, find the word card, and hold it up. Continue the procedure with other sentences using *we* and *want.*

INTRODUCE/READ THE BOOK Distribute copies of *Get Wet.* Invite a volunteer to read the title. Tell children that this book is about animals that try to get wet in a pool. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Review High-Frequency Words Have children review the high-frequency words *we* and *want* before reading *Get Wet.* Then model how to blend the words on the first page before they read.

ON-LEVEL

Read and Reread Guide children through the story, using the Monitor Comprehension questions. Then lead them in a discussion of their favorite parts or favorite characters.

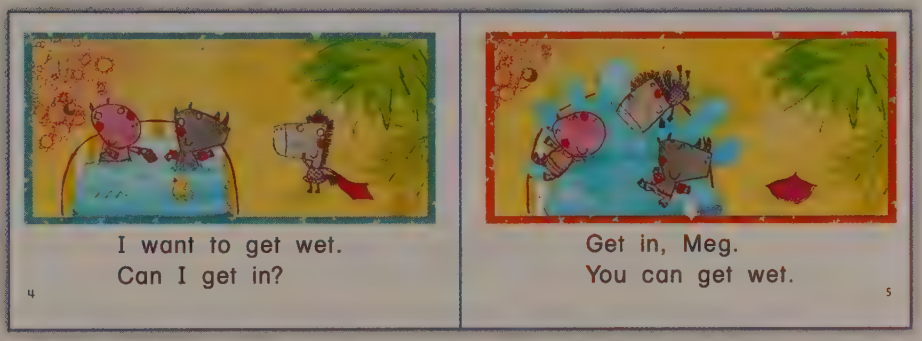
ADVANCED

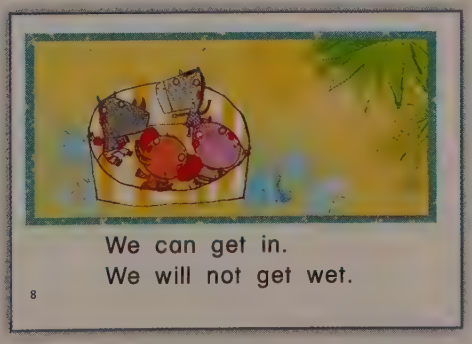
Read Aloud Have children practice reading aloud *Get Wet.* They can read the story to a partner or to a small group. Then have them discuss their favorite parts of the story.

ELL

Preview the Book Before children read, preview the illustrations and describe what is happening on each page of *Get Wet.* Then guide children through the story, using the Monitor Comprehension questions.

Monitor Comprehension





1 **REALITY/FANTASY** **Is this story realistic or make-believe? How do you know?** (make-believe, because animals can't talk and don't swim by themselves in pools)

2 **CAUSE/EFFECT** **Why is the pool empty at the end of the story?** (The animals have spilled out all the water.)

Professional Development

Podcasting: Auditory Modeling, Reading Decodable Text, Gr. K

Build Fluency

Repeated Reading Have children reread *Get Wet* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Use Story Structure

Comprehension

Objective

- *To use story structure to understand and remember a story*

Materials

- *Read-Aloud Anthology:* "The Snug Little House," pp. 58–61
- chart paper
- marker

"RESEARCH SAYS"

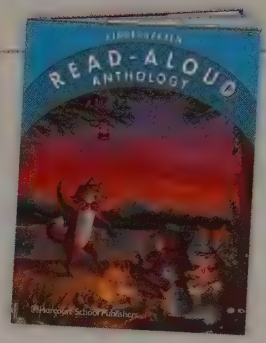
"Explicit, teacher-led instruction in think aloud is an effective means to enhance student's comprehension monitoring abilities."

—Baumann, Seiffert-Kessell, & Jones (1992, p. 164)

Review

USE STORY STRUCTURE Remind children that understanding who the characters are in a story and what the problem is can help them understand and remember a story.

Display the chart from Day 3, page T135. Recall with children the problem and solution from *Pet Show!*



▲ **Read-Aloud Anthology "The Snug Little House," p. 58**

Think Aloud **The problem in *Pet Show!* is that Archie can't find his cat to bring to the pet show. Archie decides to find another pet to bring to the show.**

Routine Card 17

Tell children that today you will read a story about some broken-down furniture and a little old lady who finds a house to live in. After reading, you will ask them about the important information from the story.

DURING READING Model for children how to use the Problem/Solution chart to keep track of important information from the story.

Think Aloud **This story is about some broken-down furniture and a little old lady. I wonder what will happen to the furniture and the lady. I will listen to find out what the problem is and how the characters figure out what to do.**

Practice/Apply

AFTER READING Help children recall the characters, setting, and problem and solution in the story. Write their ideas in the chart.

The Snug Little House

Problem: No one wants the broken-down furniture.

Solution: The furniture moves into the house. The little old lady moves in and fixes the broken-down furniture.

RESPOND Discuss the story with children. Ask what they liked about the story and what they think could happen next. Remind children of the rules for a good discussion. Teach them how to participate and make appropriate contributions in a small or large group discussion. Help them practice answering and asking relevant questions about the story.

ELL

Name Furniture Point to and name the different kinds of furniture in the story. Have children repeat the names. Then show more pictures of chairs, tables, beds, and so on, and ask: **What is this?** Help children answer, using the following sentence starter: *It is a* ____.

Build Robust Vocabulary

Listening/Speaking: *Weekly Review*

Objectives

- *To develop robust vocabulary through meaningful experiences*
- *To understand and use new vocabulary*

Review
Robust Vocabulary

treasure	**compliment**
sturdy	**confer**
worth	**mingle**

MONITOR PROGRESS

Robust Vocabulary

IF	THEN
children have difficulty acting out the words,	have pairs work together to act them out. Have the class guess the word.

Small-Group Instruction, pp. S12–S13:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Review

USE ROBUST VOCABULARY Tell children that they have learned some interesting words this week: *treasure, sturdy, worth, compliment, confer,* and *mingle*. Remind children of the words' Student-Friendly Explanations as necessary. Ask the following questions to gauge children's understanding of the words.

- **What is something your family might *confer* about?**
- **Name something that your family thinks has *worth*.**
- **Would you be more likely to *mingle* at a birthday party or at a doctor's office? Why?**
- **Would someone feel excited or disappointed if a classmate found a *treasure?* Tell why.**
- **If a person built a *sturdy* chair, what do you think it would be made out of? Why?**
- **If someone gave you a *compliment* on your new haircut, what might that person say?**

Have children demonstrate understanding of some words by telling them to:

- give a classmate a compliment.
- pantomime digging for treasure.
- name a place where people can mingle.
- pantomime climbing a sturdy tree.

Independent Writing

Description of a Thing

5-DAY WRITING
DAY 1 Modeled Writing
DAY 2 Shared Writing
DAY 3 Shared Writing
DAY 4 Independent Writing
DAY 5 Independent Writing

Write Independently

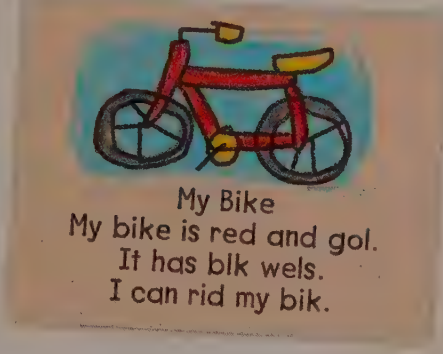
BRAINSTORM Remind children that they have worked on writing descriptions of many different things this week. Ask: **Why do we write a description?**

WRITE A DESCRIPTION Tell children that today they are going to write a description of something special they own. Ask them to choose an object to write about.

- Have children write the name of the object they are going to describe at the top of their paper.
- Have them write a sentence or two to describe the thing they have chosen.

WRITING TRAIT **WORD CHOICE** Remind children that when they write their description, they should choose words that help the reader get a clear picture of the object they are telling about. Work with children on their choice of words, suggesting words that will help them write a better description.

- Encourage children to use what they know about letters and sounds to write words independently. Show children how to map sounds to letters. For instance, say the word *red*. Ask children what sounds they hear, and have them write the letters for the sounds in the word. Tell them to use the process for other words in their description.
- Guide children to revise their description by adding details about the object.



Share

READ THE DESCRIPTIONS Invite children to read their description to the class. Talk with children about what they have learned about writing descriptions.

Objective

- *To write a description of a thing*

Materials

- paper
- pencils
- crayons

Writing Prompt

Self-Selected Writing Have children write and draw about anything they would like. If they have difficulty thinking of a topic, have them ask two friends what they're going to write about.

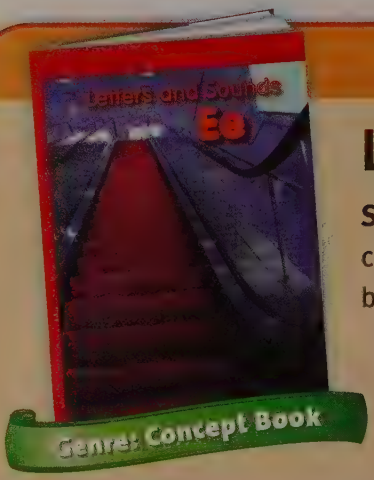
E L L

Begin with a Picture Have children begin by drawing a picture of the object they want to write about. Ask them questions about their picture to elicit words they can use in their written descriptions.

▲ **Writer's Companion, pp. 46–47**

Leveled Readers

Reinforcing Skills and Strategies



BELOW-LEVEL

Letters and Sounds Ee

SUMMARY Children identify pictures of common objects and animals whose names begin with /e/*e*.

- phonics: Short Vowel /e/*e*

Before Reading

BUILD BACKGROUND/SET PURPOSE Display the *Photo Cards* for *elephant*, *egg*, and *envelope*. Say the words and have children repeat them after you. Say them again, asking children to watch your mouth as you emphasize the /e/ sound at the beginning of each word. Ask a volunteer what is the same about all the words. Then display *Sound/Spelling Card Ee* and have children identify the letter. Explain that they will read a book about this letter. Suggest that children read to find words that begin with the /e/ sound.

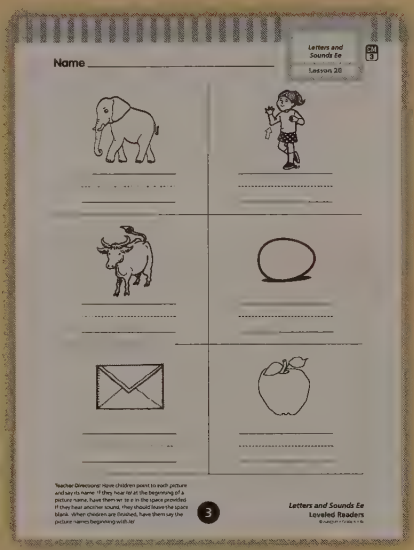
Reading the Book

FIRST READING During the first reading, be sure children are saying the correct word for each picture. (See the Photo Index on the inside back cover.) Say each picture name aloud with children, emphasizing the beginning sound.

SECOND READING Ask children to read the book again. Have them say each picture name, tapping the letter at the bottom of the page as they say the beginning sound. Ask: **What sound do you hear at the beginning of [elephant]? Tap the letter that stands for /e/.** Children can also trace the letter with their finger.

CONNECT SOUND TO LETTER Teach children a simple sentence that they can say as they reread the story, such as *Here is an* _____. Have partners reread the story, this time saying the name of the picture in the sentence: *Here is an elephant.* Have them trace an *e* in the air as they say each /e/*e* word.

LEVELED READER TEACHER GUIDE


Name _____

Letters and Sounds Ee

Lesson 28

3

Letters and Sounds Ee
Leveled Readers

▲ Leveled Reader Teacher Guide, p. 3

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GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

Genre: Realistic Fiction

ON-LEVEL

We Want a Pet

SUMMARY A boy and his dad choose a pet from among the animals in the pet store.

- phonics: Short Vowel /e/*e*
- High-Frequency Words: *we*, *want*
- Focus Skill: Reality/Fantasy

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children if any of them have gone to or read about a pet store. Invite volunteers to tell about the animals you can find there. Then have a child read aloud the title of the story and use the cover illustration to predict what the story will be about. Suggest that children set their own purposes for reading the book.

Reading the Book

PAGES 2–5 **SETTING** **Where does the story take place?** (in a pet store)

PAGES 6–8 **RELATE PICTURES TO TEXT** **Which pet did the boy and his father finally choose?** (puppy)

REREAD FOR FLUENCY Have pairs of children alternate reading pages in the book. Encourage them to read with proper inflection, especially when they see a sentence ending with an exclamation point.

Think Critically

(See inside back cover for questions.)

1. **DISTINGUISH FANTASY/REALITY** Possible response: This story could really happen because the things that happen in it could happen in real life.
2. **SPECULATE** Possible response: The boy may think that he can have fun with a puppy.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

Leveled Readers

Reinforcing Skills and Strategies

ADVANCED

The Pet for Us

SUMMARY A boy and his sister look for and find a pet that is the right size.

- phonics: Short Vowel /e/*e*
- High-Frequency Words: *we*, *want*
- Focus Skill: Reality/Fantasy

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children to imagine they are going to choose a pet for the classroom. Have them name pets that would be good for their classroom and tell why they think so. Explain that the story they will read is about some children who are looking for the right pet. Ask children to read the story title and predict what will happen in the story. Have children set their own purposes for reading. Write the word *mouse* on the board and read it to children. Explain that they will see this word in the story.

Reading the Book

PAGES 2–5 **DISTINGUISH FANTASY/REALITY** **Look at the mouse on page 4. Does it look real or imaginary? How can you tell?** (Possible response: It looks real. It is not wearing clothes or talking.)

PAGES 6–8 **MAKE INFERENCES** **Why do the children choose the cat?** (Possible response: The cat is not too big or too small; it is the right size.)

REREAD FOR FLUENCY Have children reread the story with expressive voices that convey the characters' feelings. Then invite them to draw their favorite pet and tell what they like about it.

Think Critically

(See inside back cover for questions.)

1. **DISTINGUISH FANTASY/REALITY** Possible response: Yes. The things that happen in it could happen in real life.
2. **COMPARE AND CONTRAST** Possible response: They are different sizes. They are all furry.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

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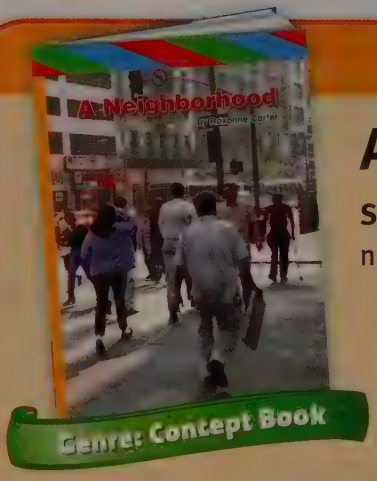
GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online



ELL

A Neighborhood

SUMMARY Children identify and name familiar neighborhood places.

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Before Reading

BUILD BACKGROUND/SET PURPOSE Tell children that a neighborhood is a place where people live. Slowly read the title. Repeat it and invite children to say the word *neighborhood* with you. Use visuals to show different places in a neighborhood, such as a park, a food store, or a post office. Some children may want to talk about times they have visited these places.

Reading the Book

PREVIEW THE STORY Invite children to browse through the book and point to each place or name details about it. Encourage their efforts: **Yes, the street has cars.**

RELATE PICTURES TO TEXT Have children follow along as you point to the pictures and read the text. Invite them to repeat the names of places and tell something about each one. Encourage children to use this sentence frame as they discuss the pages: **I see the [street].**

REREAD FOR FLUENCY Invite partners to take turns naming each place as they reread the story. After reading, children can take turns naming a place and finding it in the book.

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Lesson 21

WEEK AT A GLANCE

Phonemic Awareness
Phoneme Blending

Phonics
Word Building

Phonograms *-ed, -en*

High-Frequency Words
out, who

Reading
Decodable Book 11: Who Is It?

Decodable Book 12: Who Has a Pet?

Literature
Big Book: *Swing High, Swing Low*
by Fiona Coward

Big Book: *What a Treasure!*
by Jane Hillenbrand

Library Book: *The Most Perfect Spot*
by Diane Goode

Library Book: *Pet Show!*
by Ezra Jack Keats

Read-Aloud Anthology: "The Snug Little House" by Eils Moorhouse Lewis

Comprehension
Setting

Monitor Comprehension: Reread

Robust Vocabulary
Review: *contrast, meander, tidy, famished, modify, unfortunate, treasure, sturdy, worth, compliment, confer, mingle*

Writing
Form: Description of a Place

Trait: Word Choice

= Focus Skill **= Focus Strategy** **= Tested Skill**

Lesson 21

Digital CLASSROOM

GO online **www.harcourtschool.com/storytown**

To go along with your print program

FOR THE TEACHER

Prepare

- GO online **Professional Development** *in the Online TE*
- **Videos for Podcasting**

Plan & Organize

- GO online **Online TE & Planning Resources***

FOR THE STUDENT

Read

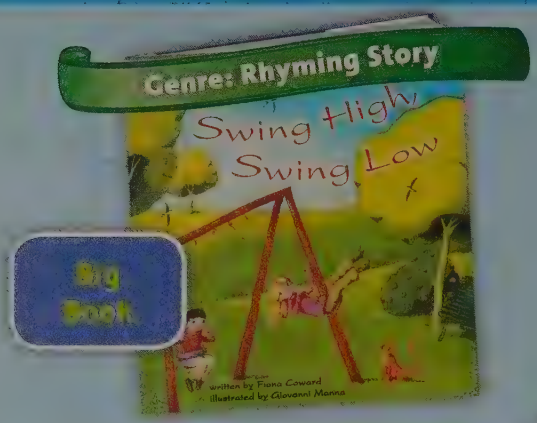
- GO online **Leveled Readers**

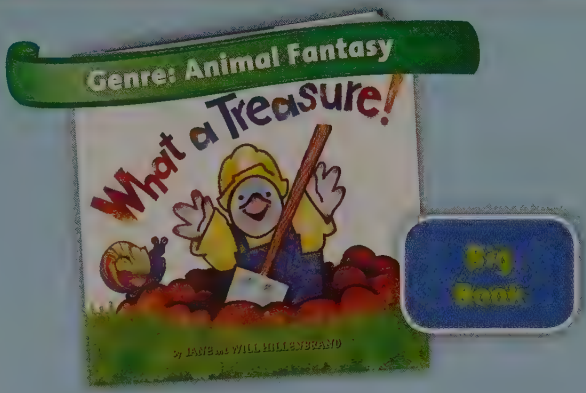
Practice & Apply

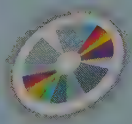
- **Splash into Phonics** CD-ROM

**Also available on CD-ROM*

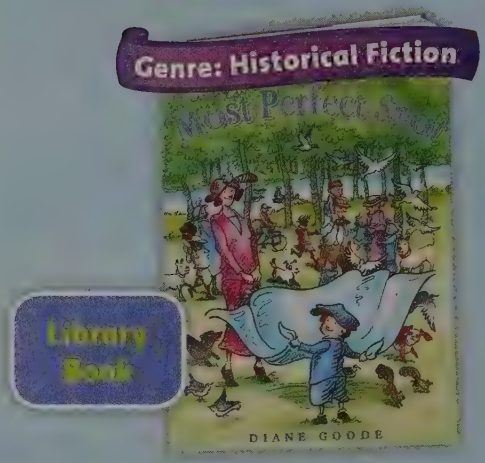
Literature Resources





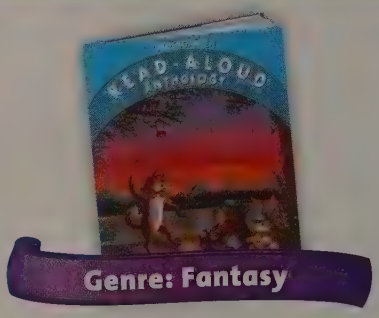


◀ **Audiotext** *Big Book selections are available on Audiotext.*



ADDITIONAL READING

Decodable Books
Who Is It?
Who Has a Pet?

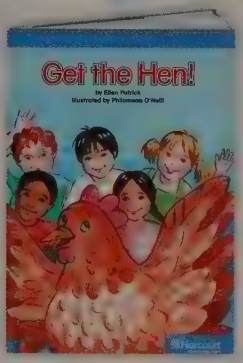


Read-Aloud Anthology
"The Snug Little House," pp. 58–61

Big Book of Rhymes and Poems
"Here We Go 'Round the Mulberry Bush," p. 31
"The Folk Who Live in Backward Town," p. 38

Support for Differentiated Instruction

Go online LEVELED READERS



BELOW-LEVEL ON-LEVEL ADVANCED

ELL

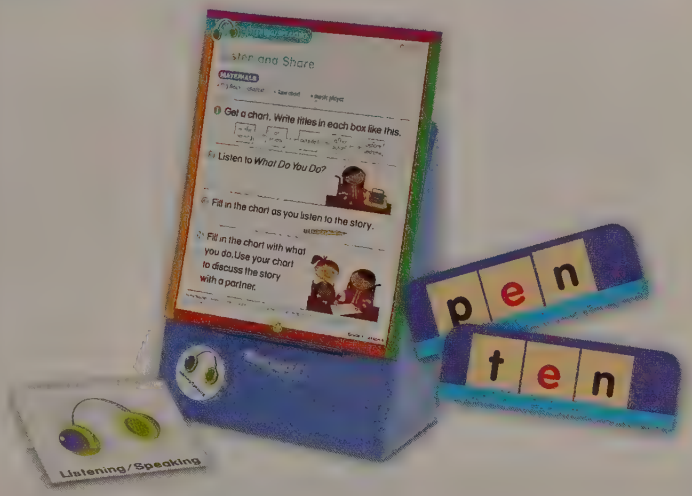
ADDITIONAL RESOURCES

◀ Strategic Intervention Resource Kit, Lesson 21

ELL

◀ ELL Extra Support Kit, Lesson 21

◀ Challenge Resource Kit, Lesson 21


Get a chart. Write titles in each box like this.
Listen to What Do You Do?
Fill in the chart as you listen to the story.
Fill in the chart with what you do. Use your chart to discuss the story with a partner.
pen
ten
Listening/Speaking

- Literacy Center Kit
- Practice Book, pp. 19–24
- Photo Cards
- Alphabet Cards
- High-Frequency Word Cards
- Word Builders and Word Builder Cards
- Write-on/Wipe-off Boards

Suggested Lesson Planner

Online TE & Planning Resources

90+ Minutes

	Day 1	Day 2
Step 1 Whole Group (20-60+ Minutes)		
Daily Routines • *Begin the Day* • *Oral Language Practice* • *Phonemic Awareness*	**BEGIN WITH A SONG**, p. T182 **ORAL LANGUAGE**, p. T182 **PHONEMIC AWARENESS**, p. T183 Phoneme Blending	**BEGIN WITH A SONG**, p. T190 **ORAL LANGUAGE**, p. T190 **PHONEMIC AWARENESS**, p. T191 Phoneme Blending
Word Work • phonics • *High-Frequency Words*	phonics, p. T184 Word Blending **HIGH-FREQUENCY WORDS**, p. T186 Introduce: *out*	phonics, p. T192 Word Building **HIGH-FREQUENCY WORDS**, p. T194 Review: *out*
Skills and Strategies • *Comprehension* • *Reading* • *Listening/Speaking Vocabulary*	**COMPREHENSION**, p. T187 Review: Setting **READING**, p. T187 Big Book: *Swing High, Swing Low* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T188 Review: *treasure, worth, unfortunate*	**COMPREHENSION**, p. T195 Review: Setting **READING**, p. T195 Big Book: *What a Treasure!* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T196 Review: *confer, mingle, tidy*
Step 2 Small Groups (45-60+ Minutes)	**Suggestions for Differentiated Instruction** *(See pp. T176–T177.)*	
Step 3 Whole Group (15-20+ Minutes) **Language Arts** • *Writing*	**MODELED WRITING**, p. T189 Introduce: Description of a Place **WRITING TRAIT: Word Choice** Writing Prompt *Draw and label something in your classroom.*	**SHARED WRITING**, p. T197 Review: Description of a Place **WRITING TRAIT: Word Choice** Writing Prompt *Draw and write about something you like to do outdoors.*

= Focus Skill = Focus Strategy = Tested Skill

Skills at a Glance

phonics
- Word Building
  Phonograms *-ed, -en*

Comprehension
- Setting
- Monitor Comprehension: Reread

Phonemic Awareness
- Phoneme Blending

Vocabulary
- **HIGH-FREQUENCY:** *out, who*
- **ROBUST:** *Review*

Day 3

BEGIN WITH A POEM, p. T198

ORAL LANGUAGE, p. T198

PHONEMIC AWARENESS, p. T199
Phoneme Blending

phonics, p. T200
Word Building

HIGH-FREQUENCY WORDS, p. T202
Introduce: *who*

COMPREHENSION, p. T203

Review: Monitor Comprehension: Reread

READING, p. T203
Library Book: *The Most Perfect Spot*

▲Library Book

BUILD ROBUST VOCABULARY, p. T204
Review: *contrast, modify, compliment*

Day 4

BEGIN WITH A SONG, p. T206

ORAL LANGUAGE, p. T206

PHONEMIC AWARENESS, p. T207
Phoneme Blending

phonics, p. T208
Phonogram *-ed*

HIGH-FREQUENCY WORDS, p. T210
Review: *out, who*

READING, p. T210
Decodable Book 11: *Who Is It?*

▲Decodable Book 11

COMPREHENSION, p. T212

Review: Setting

READING, p. T212
Library Book: *Pet Show!*

▲Library Book

BUILD ROBUST VOCABULARY, p. T214
Review: *meander, sturdy, famished*

Day 5

BEGIN WITH A SONG, p. T216

ORAL LANGUAGE, p. T216

PHONEMIC AWARENESS, p. T217
Phoneme Blending

phonics, p. T218
Phonogram *-en*

HIGH-FREQUENCY WORDS, p. T220
Review: *out, who*

READING, p. T220
Decodable Book 12: *Who Has a Pet?*

▲Decodable Book 12

COMPREHENSION, p. T222

Review: Monitor Comprehension: Reread

READING, p. T222
Read-Aloud Anthology: "The Snug Little House"

▲Read-Aloud Anthology

BUILD ROBUST VOCABULARY, p. T224
Review: *feast, soggy, sturdy, famished, unfortunate, treasure, compliment*

BELOW-LEVEL ON-LEVEL ADVANCED ELL

SHARED WRITING, p. T205
Review: Description of a Place

WRITING TRAIT: Word Choice

Writing Prompt *Draw and write about a food you like to have when you go on a picnic.*

INDEPENDENT WRITING, p. T215
Review: Description of a Place

WRITING TRAIT: Word Choice

Writing Prompt *Draw and write about a prize you have won or would like to win.*

INDEPENDENT WRITING, p. T225
Review: Description of a Place

WRITING TRAIT: Word Choice

Writing Prompt *Write and draw about anything you would like.*

Suggested Small-Group Planner

45-60+ Minutes

	Day 1	Day 2
BELOW-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reteach Phoneme Blending, p. S14 **Independent** Listening/Speaking Center, p. T180	**Teacher-Directed** phonics: Reteach Word Building, p. S15 **Independent** Reading Center, p. T180
ON-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reinforce Phoneme Blending, p. S14 **Independent** Letters and Sounds Center, p. T181	**Teacher-Directed** phonics: Reinforce Word Building, p. S15 **Independent** Writing Center, p. T181
ADVANCED (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Extend Phoneme Blending, p. S14 **Independent** Reading Center, p. T180	**Teacher-Directed** phonics: Extend Word Building, p. S15 **Independent** Listening/Speaking Center, p. T180
ELL (15-20+ Minutes) **English-Language Learners** *In addition to the small-group instructions above, use the ELL Extra Support Kit to promote language development.*	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 1	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 2
Intervention	Strategic Intervention TG, pp. 242–243 Strategic Intervention Practice Book, p. 103	Strategic Intervention TG, pp. 244–245 Strategic Intervention Practice Book, p. 104

▲ Strategic Intervention Resource Kit

= Literacy Center Cards

MONITOR PROGRESS

Small Group Instruction

Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Robust Vocabulary
Phoneme Blending *p. S14*	Word Building *p. S15*	*out, who* *p. S16*	Setting *p. S17*	*Review* *pp. S18–S19*

Day 3

Teacher-Directed
High-Frequency Words: Reteach, p. S16

Independent
Word Work Center, p. T181

Teacher-Directed
High-Frequency Words: Reinforce, p. S16

Independent
Reading Center, p. T180

Teacher-Directed
High-Frequency Words: Extend, p. S16

Independent
Letters and Sounds Center, p. T181

LANGUAGE DEVELOPMENT SUPPORT

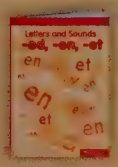
Teacher-Directed
ELL TG, Day 3

Strategic Intervention TG, pp. 246–249
Strategic Intervention Practice Book, p. 105

Day 4

Teacher-Directed
Comprehension: Setting
Reteach the Skill, p. S17
Leveled Readers: Before Reading/ Reading the Book, p. T226

Independent
Letters and Sounds Center, p. T181



▲ Leveled Reader

Teacher-Directed
Comprehension: Setting
Reinforce the Skill, p. S17
Leveled Readers: Before Reading/ Reading the Book, p. T227

Independent
Word Work Center, p. T181

▲ Leveled Reader

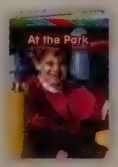
Teacher-Directed
Comprehension: Setting
Extend the Skill, p. S17
Leveled Readers: Before Reading/ Reading the Book, p. T228

Independent
Writing Center, p. T181

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 4
Leveled Readers: Before Reading/ Reading the Book, p. T229



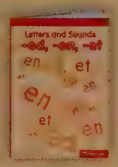
▲ Leveled Reader

Strategic Intervention TG, pp. 250–251
Strategic Intervention Practice Book, p. 106

Day 5

Teacher-Directed
Robust Vocabulary:
Reteach Vocabulary, p. S18

Independent
Writing Center, p. T181
Leveled Readers: Connect Sounds to Letters, p. T226



▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Reinforce Vocabulary, p. S19

Independent
Listening/Speaking Center, p. T180
Leveled Readers: Respond, p. T227

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Extend Vocabulary, p. S19

Independent
Word Work Center, p. T181
Leveled Readers: Respond, p. T228

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 5

Independent
Leveled Readers: Reread for Fluency, p. T229

▲ Leveled Reader

Strategic Intervention TG, pp. 252–253
Strategic Intervention Practice Book, p. 107

Leveled Readers & Leveled Practice

Reinforcing Skills and Strategies

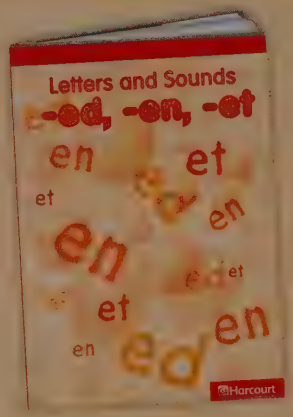
LEVELED READERS SYSTEM

- Leveled Readers
- Leveled Readers CD
- Leveled Reader Teacher Guides
  - *Story Response*
  - *Comprehension*
  - *High-Frequency Words*
- Leveled Readers Assessment

See pages T226–T229 for lesson plans.

For extended lesson plans, see *Leveled Reader Teacher Guides*.

BELOW-LEVEL

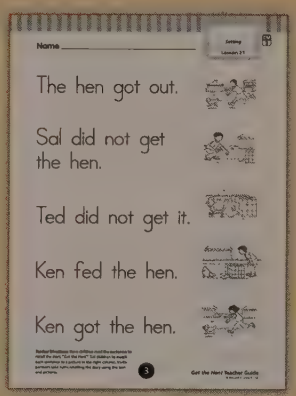


- Label Book
- phonics: Phonograms *-ed, -en, -et*

▲ Leveled Reader Teacher Guide, p. 3

ON-LEVEL

- phonics: Phonograms *-ed, -en*
- High-Frequency Words: *out, who*
- Setting



▲ Leveled Reader Teacher Guide, p. 3

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www.harcourtschool.com/storytown

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

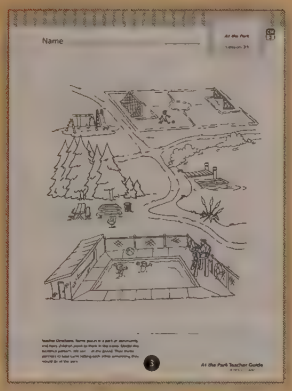
ADVANCED

- phonics: Phonograms *-ed, -en*
- High-Frequency Words: *out, who*
- Setting

▲ Leveled Reader Teacher Guide, p. 3

ELL

- Strong Picture Support
- Concept Vocabulary
- Theme-Related



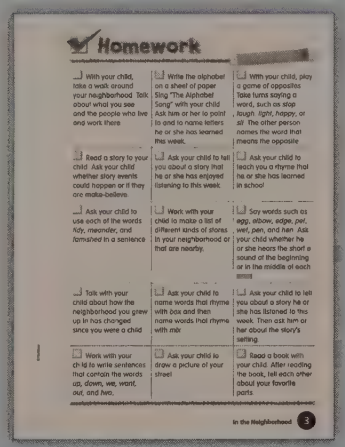
▲ Leveled Reader Teacher Guide, p. 3

Literacy Centers

Management Support

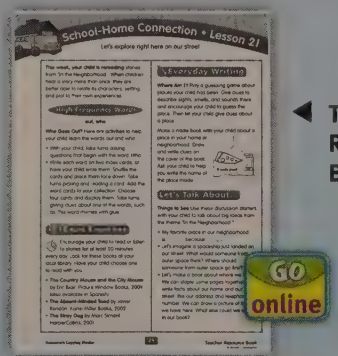
▲ Literacy Centers Pocket Chart

Homework for the Week



▲ Practice Book, p. 3

The Homework Copying Master provides activities to complete for each day of the week.

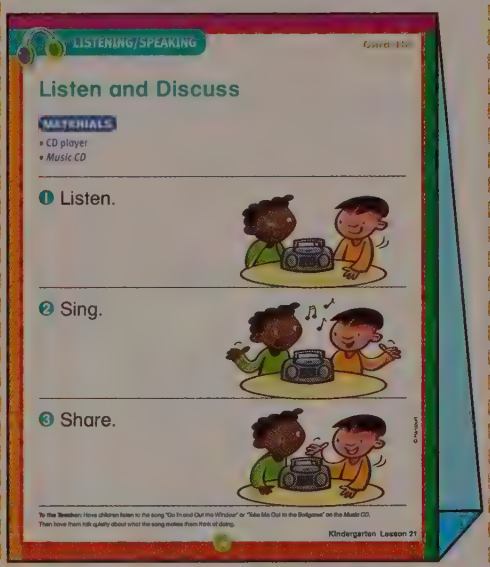


◀ Teacher Resource Book, p. 25

LISTENING/SPEAKING

Listen and Discuss

Objective
To listen to and discuss a song

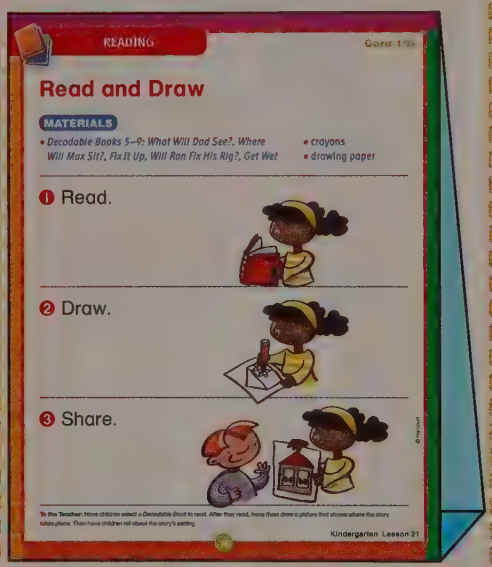


Literacy Center Kit • Card 101

READING

Read and Draw

Objective
To read and draw about a story's setting


READING
Read and Draw
MATERIALS
• Decodable Books 5–9: What Will Dad See?, Where Will Max Sit?, Fix It Up, Will Ron Fix His Rig?, Get Wet
• crayons
• drawing paper
1 Read.
2 Draw.
3 Share.
Kindergarten Lesson 21

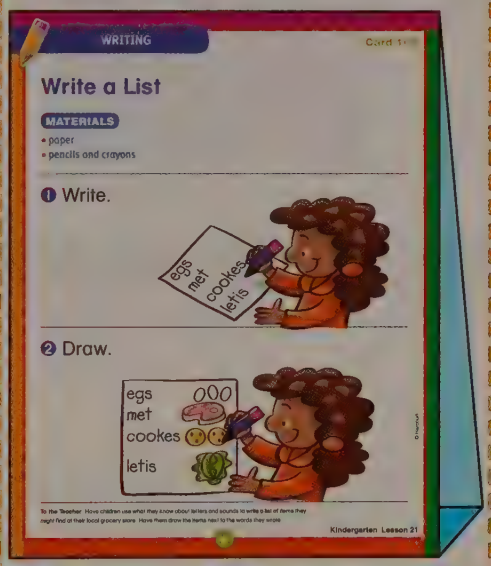
Literacy Center Kit • Card 102

www.harcourtschool.com/storytown
GO online
★ Additional Literacy Center Activities
★ Resources for Parents and Teachers
Differentiated for Your Needs

WRITING

Write a List

Objective
To write a list of items in a grocery store

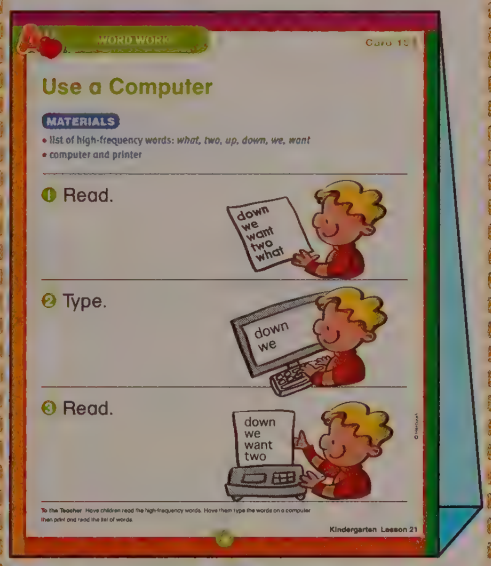


Literacy Center Kit • Card 103

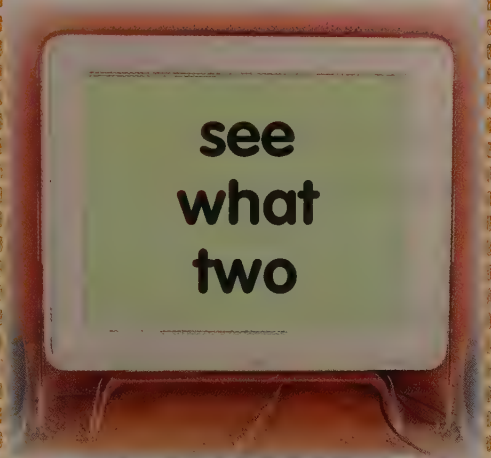
WORD WORK

Use a Computer

Objective
To read and type high-frequency words



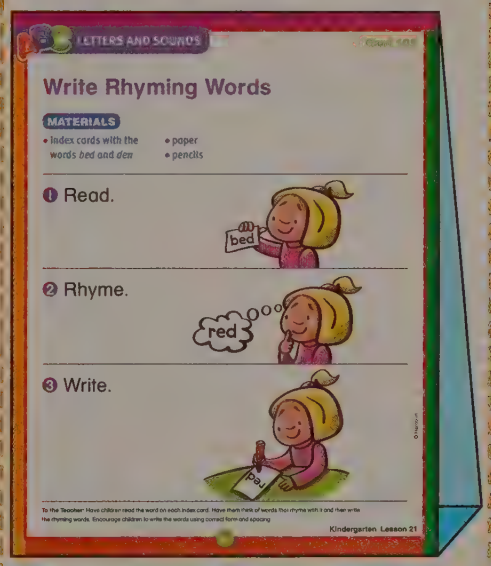
Literacy Center Kit • Card 104



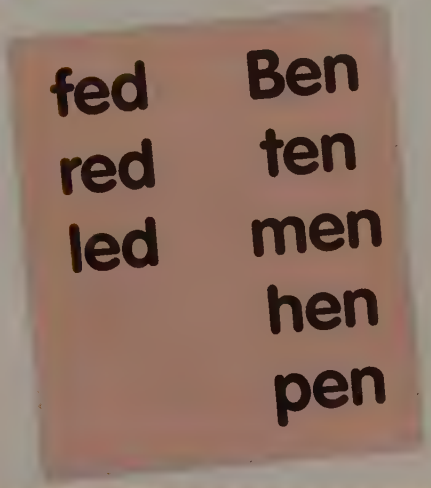
LETTERS AND SOUNDS

Write Rhyming Words

Objective
To write rhyming words



Literacy Center Kit • Card 105



Warm-Up Routines

Day at a Glance

Day 1

Phonemic Awareness
- Phoneme Blending

phonics
- Word Blending

High-Frequency Words
- Introduce: *out*

Reading
- Read-Aloud: *Big Book Swing High, Swing Low*

▲ Swing High, Swing Low

Comprehension
Focus Skill
Review: Setting

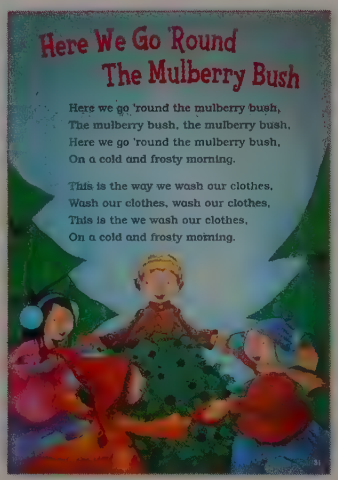
Robust Vocabulary
- Review: *treasure, worth, unfortunate*

Writing
- Modeled Writing: Description of a Place

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Tell children they are going to sing a song about other children who are playing outside. Recite the lyrics of "Here We Go 'Round the Mulberry Bush" and invite children to sing along. After children become familiar with the song, introduce movements such as rubbing hands together for washing clothes.


Here We Go 'Round The Mulberry Bush
Here we go 'round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go 'round the mulberry bush,
On a cold and frosty morning.
This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the we wash our clothes,
On a cold and frosty morning.

▲ Big Book of Rhymes and Poems, p. 31

Oral Language

Objective *To share experiences and participate in a discussion*

SING NEW SONG VERSES Sing the song "Here We Go 'Round the Mulberry Bush" with children again. Point out that the verses in the song include chores that people had to do, like wash the clothes. Ask children to think of chores they do at home or school. Record their responses on the board. Then use children's responses to make up new verses of the song.

Phonemic Awareness

Phoneme Blending Tested

Teach/Model

Routine Card 1

BLEND SOUNDS Remind children that they have been listening for sounds in words. Tell them they can blend individual sounds to say words.

Distribute a *Write-on/Wipe-off Board* and manipulatives to each child. Have children point to the heart shape on side B of the *Write-on/Wipe-off Board*. Explain that they will be working with the three boxes next to the heart.

Demonstrate how to push one manipulative into each box as you say each of these three sounds: /t/ /e/ /n/. Then blend the sounds to say the word *ten*. Have children move markers in the same way on their *Write-on/Wipe-off Boards* as you say /m/ /a/ /p/. Have them blend the sounds to say the word *map*.

Practice/Apply

INDEPENDENT PRACTICE Follow the same procedure using the words below. Have children blend the sounds to say the words.

/k/ /u/ /p/ (cup)	/f/ /e/ /d/ (fed)	/m/ /i/ /s/ (miss)
/d/ /o/ /t/ (dot)	/b/ /a/ /t/ (bat)	/s/ /i/ /p/ (sip)
/b/ /i/ /g/ (big)	/l/ /e/ /d/ (led)	/m/ /a/ /d/ (mad)
/f/ /a/ /n/ (fan)	/l/ /o/ /g/ (log)	/g/ /e/ /t/ (get)
/n/ /u/ /t/ (nut)	/h/ /i/ /d/ (hid)	/k/ /a/ /p/ (cap)
/h/ /e/ /n/ (hen)	/s/ /u/ /n/ (sun)	/t/ /u/ /b/ (tub)

Objective

- *To blend sounds and say words*

Materials

- *Write-on/Wipe-off Boards*
- *manipulatives*

BELOW-LEVEL

Use a Physical Demonstration

Organize children into three groups. Assign each group the sounds in the word *cup*. Have the first group say /k/, the second group say /u/, and the third group say /p/. Lead groups in saying their sounds to produce *cup*. Use the procedure for other words in the list.

MONITOR PROGRESS

Phonemic Awareness

IF	THEN
children are not able to blend phonemes to say words,	have them repeat each sound after you. Then say the sounds together several times, until children can say the word naturally.

Small-Group Instruction, p. S14:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Word Blending

phonics Tested

Objectives

- *To blend sounds orally to make words*
- *To match sounds to letters*
- *To read simple one-syllable words*

Materials

- *Alphabet Cards: b, d, e, l, n, r, t*
- pocket chart
- drawing paper
- pencils
- crayons

Blend Sounds

SOUNDS IN A WORD As you say the following verse, have children echo you. Establish a rhythm and keep it going through the verse.

We're going on a word hunt.

What's the word?

/m/ /e/ /t/

Together: *met*

Continue for the words /t/ /o/ /p/ (top), /j/ /e/ /t/ (jet), and /v/ /a/ /n/ (van).

Restate the sounds that were blended to make each word. For example, say: **We blended /m/, /e/, /t/ to make the word *met*. /m/ /e/ /t/, *met*. We blended /t/ /o/ /p/. What word did we make?**

Blend Words

DIBELS Nonsense Word Fluency NWF

Routine Card 13

Place the *Alphabet Cards b, e,* and *d* in the pocket chart, separated from each other.

- Point to *b*. Have children name the letter and its sound.
- Point to *e*. Have children name the letter and its sound.

- Slide *e* next to *b*. Move your hand from left to right under the letters and blend the sounds, elongating them: **/be/**. Have children repeat after you.

- Point to *d*. Have children name the letter and its sound.
- Slide *d* next to *be*. Move your hand from left to right under the letters and blend the sounds, elongating them: **/bed/**. Have children repeat after you.

- Then have children blend and read the word *bed* with you.

5-DAY PHONICS

DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ed*
DAY 5	Phonogram *-en*

Place the letters *l*, *e*, and *d* in the pocket chart, with space between the letters.

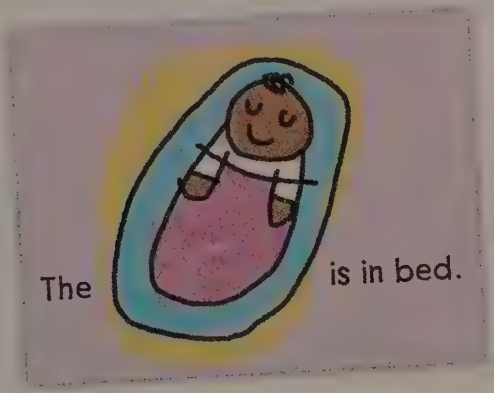
- Point to *l*. Have children name the letter and its sound. Point to *e* and have children name the letter and its sound. Slide *e* next to *l*. Move your hand under the letters and blend the sounds, elongating them: /**le**/. Have children blend the sounds after you.

- Point to *d*. Have children name the letter and its sound.
- Slide *d* next to *le*. Slide your hand under *led* and blend the sounds. Have children blend the sounds as you slide your hand under the word.

- Then have children read the word *led* naturally along with you.

Follow the same procedure with children to blend and read *net*, *ten*, and *red*.

INDEPENDENT PRACTICE Write the sentence frame *The _____ is in bed.* and read it aloud with children. Have children write the sentence frame and draw a picture to complete the sentence. When they have finished, ask children to take turns reading their sentence to the group.



ADVANCED

Build Words Say the sounds in a word and have children make the word using letter cards. For example, say: /v/ /e/ /t/. **Show me the word.** Repeat for the words *mat*, *hit*, *pen*, and *dip*.

High-Frequency Words

Introduce: out

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: down, like, out, two, you*
- copies of word cards: *down, like, out, two, you, Teacher Resource Book*, pp. 37, 40–43

ELL

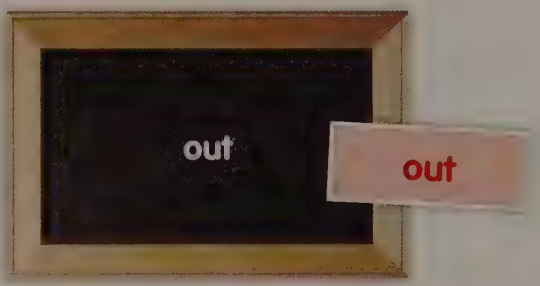
Reinforce Word Meaning Review the meaning of the word *out*. Place a number of objects inside a box. Take one object out. Say: **The (pencil) is *out*.** Repeat for the remaining objects.

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *out* on the board.

- Point to and read *out*. Have children say it with you.
- Say: **Can you come *out* to play?**
- Display the *High-Frequency Word Card out*. Say ***out*.**
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.



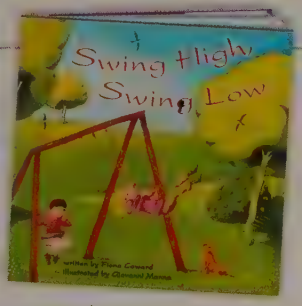
Practice/Apply

GUIDED PRACTICE Distribute a word card *out* (*Teacher Resource Book*, p. 43) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *out*, they should say the word and point to it on their card. Hold up the *High-Frequency Word Cards out, down, like, you,* and *two* until children consistently identify the word *out*.

INDEPENDENT PRACTICE Distribute to partners a deck of word cards containing two copies of each of these words: *down, like, out, two, you* (*Teacher Resource Book*, pp. 37, 40–43). Shuffle the cards and deal each child three cards. Then have children play *Go Fish*. When the game ends, children can read all of the word cards they have.

Comprehension

Read Aloud



▲ **Big Book**
Swing High, Swing Low

Review

REVIEW THE CONCEPT Remind children that the setting of a story is where and when the story happens. Turn to pages 2–3 of *Swing High, Swing Low*. Read the text and talk about the illustrations. Model for children how to recognize setting.

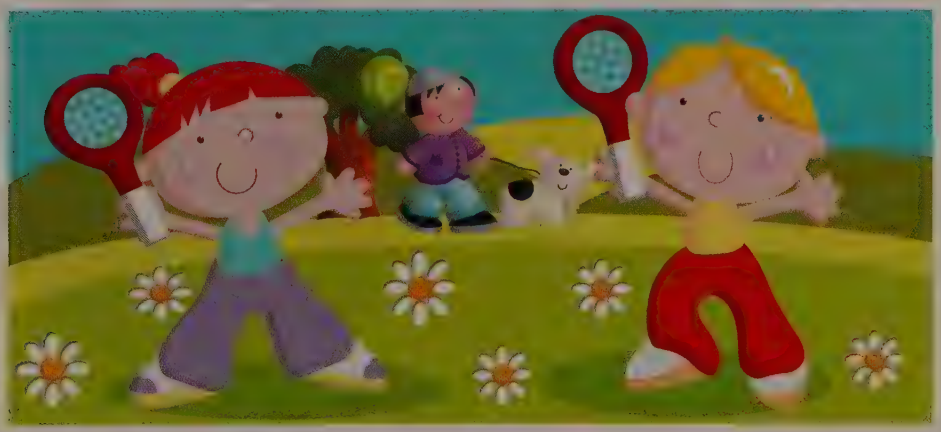
Think Aloud **The pictures show me that the story is happening in a bedroom. The words and the pictures help me figure out that it is morning because the children are getting out of bed and going down the stairs.**

Practice/Apply

IDENTIFY SETTING Display pages 4–5 of *Swing High, Swing Low*. Read aloud the text and have children look at the picture. Ask children to tell you where the boy and girl are now.

Read Aloud

READ THE BIG BOOK Invite children to listen as you read aloud *Swing High, Swing Low*. Ask them to pay attention to the setting of the story and how it changes. Remind them that the words and the pictures will help them figure out the setting.



Objective

- *To identify the setting of a story*

Materials

- *Big Book: Swing High, Swing Low*

Daily Comprehension

Setting

Monitor Comprehension: Reread

DAY 1	**Review Setting** ***Big Book***
DAY 2:	Review Setting *Big Book*
DAY 3:	Review Monitor Comprehension: Reread *Library Book*
DAY 4:	Review Setting *Library Book*
DAY 5:	Review Monitor Comprehension: Reread *Read-Aloud Anthology*

TECHNOLOGY

Audiotext ***Swing High, Swing Low*** **is available on Audiotext.**

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

Student-Friendly Explanations

treasure A *treasure* is something that is valuable to someone.

worth If an item has *worth*, it is very important to a person.

unfortunate If you are *unfortunate*, you have bad luck.

ADVANCED

Use Words in Sentences Call on volunteers to use each word in an oral sentence. Prompt them with sentence starters such as *It was unfortunate when ____, A ____ is worth a lot to me,* and *A ____ is a treasure to me.*

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations for *treasure, worth,* and *unfortunate.* Then discuss each word, using the following examples.

treasure

- **If I name a treasure that is worth a lot of money, say "That treasure is worth a lot." If not, don't say anything.**
  —a pot of gold
  —a million dollars
  —a paper box
  —a diamond necklace
  —a toy
- **If someone gave you a box to hold treasures, what would you put inside the box? Why?**

worth

- **What is worth more, a picture drawn for you by your best friend or a blank sheet of paper? Why?**
- **What do you own that is worth the most to you? Tell about it.**

unfortunate

- **Are you unfortunate if your pet wins a prize at a pet show or if it runs away? Why?**
- **Would you be more likely to feel excited or sad if something unfortunate happened to you? Tell why.**
- **Tell about something unfortunate that has happened to you at school.**

Modeled Writing

Description of a Place

Teach/Model

TALK ABOUT DESCRIPTIONS Recall with children that one of the places the children in *Swing High, Swing Low* went was to school. Display pages 14–15. Ask: **What is this classroom like?** Write children's responses on the board. Then read them aloud.

WRITE A DESCRIPTION OF A PLACE Tell children that you are going to write a description of your classroom. Explain that a description is a group of sentences that tells what something is like.

- **The first thing I will do is to write the name of the place I am going to describe—our classroom.**
- **Next, I will look around the classroom to see what it is like. It has lots of tables and books. It has a soft brown rug. I think about other things I can say about our classroom.**
- **I will write sentences to tell about it.**

Our Classroom

Our classroom has a lot of books. It has many tables and chairs. It has a soft brown rug. Our classroom has a cozy reading corner.

WRITING TRAIT **WORD CHOICE** Tell children that when writing a description, it is important to choose words that give the reader a clear picture of what the place is like.

Practice/Apply

ADD TO THE DESCRIPTION Invite children to suggest other words to describe the classroom. Add their suggestions to the description on the chart paper.

Share

READ THE DESCRIPTION Track the print on the chart paper as you read aloud the description. Help children recognize which words are describing words.

Objectives

- *To understand the characteristics of a description*
- *To write a description of a place*

Materials

- *Big Book: Swing High, Swing Low*
- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write a Label Ask children to draw and label something in their classroom.

E L L

Develop Vocabulary Ask either/or questions such as the following to help children describe the classroom.

- **Does our classroom have a few books or many books?**
- **Does our classroom have a green rug or a brown rug?**

Day at a Glance

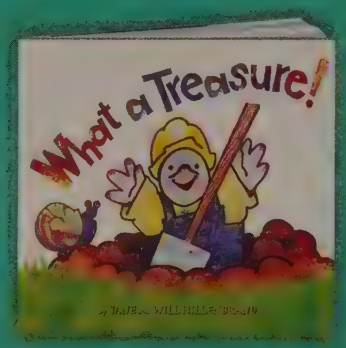
Day 2

Phonemic Awareness
- Phoneme Blending

phonics
- Word Building

High-Frequency Words
- Review: *out*

Reading
- *Big Book: What a Treasure!*



▲ What a Treasure!

Comprehension
Focus Skill

- Review: Setting

Robust Vocabulary
- Review: *confer, mingle, tidy*

Writing
- Shared Writing: Description of a Place

Warm-Up Routines

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Remind children that they have learned a song about friends who play together. Ask children to listen as you recite the lyrics to "Playmate, Come Out and Play With Me." Sing the song several times, encouraging children to join in. You may wish to play the song on the *Music CD*.

Playmate, Come Out and Play With Me

Oh, little playmate,
Come out and play with me
And bring your dollies three;
Climb up my apple tree.
Slide down my rainbow
Into my cellar door
And we'll be jolly friends
Forever more, 1, 2, 3, 4.

Say, say, oh playmate,
I cannot play with you.
My dolly has the flu
Boo hoo hoo hoo hoo hoo.
I have no rainbow.
I have no cellar door.
But we'll be jolly friends
Forever more, 1, 2, 3, 4.

Oral Language

Objective *To share experiences and participate in a discussion*

TALK ABOUT FRIENDS Model acting out something children would enjoy doing with their friends, such as playing basketball or playing on the swings. Have children figure out the action. Have volunteers act out other actions and let classmates guess them. Ask: **What do you and your friends like to do together?** Remind children to raise their hand before speaking and to listen attentively while others speak.

Phonemic Awareness

Phoneme Blending Tested

Review

BLEND SOUNDS Remind children that they can blend individual sounds to say words.

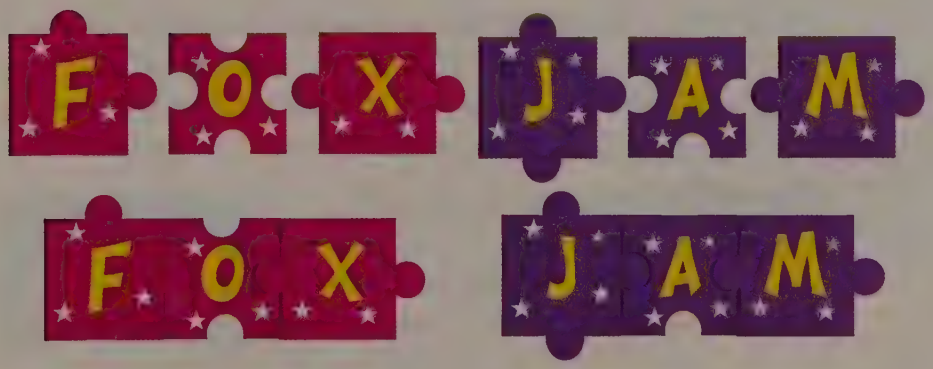
Distribute a *Write-on/Wipe-off Board* and manipulatives to each child. Have children point to the heart shape on side B of the *Write-on/Wipe-off Board*. Explain that they will be working with the three boxes next to the heart.

Demonstrate how to push one manipulative into each box as you say each of these three sounds: **/h/ /o/ /p/**. Then blend the sounds to say the word *hop*. Have children move manipulatives in the same way on their *Write-on/Wipe-off Boards* as you say **/g/ /e/ /t/**. Have them blend the sounds to say the word *get*.

Practice/ Apply

INDEPENDENT PRACTICE Follow the same procedure with the words below. Have children blend the sounds to say the words.

/p/ /i/ /n/ (pin)	/l/ /e/ /t/ (let)	/t/ /u/ /g/ (tug)
/r/ /u/ /b/ (rub)	/t/ /a/ /k/ (tack)	/j/ /a/ /m/ (jam)
/k/ /a/ /n/ (can)	/h/ /o/ /g/ (hog)	/t/ /o/ /p/ (top)
/r/ /o/ /k/ (rock)	/b/ /i/ /t/ (bit)	/m/ /u/ /d/ (mud)
/p/ /e/ /g/ (peg)	/m/ /e/ /t/ (met)	/p/ /a/ /s/ (pass)
/h/ /u/ /m/ (hum)	/f/ /o/ /ks/ (fox)	/d/ /i/ /d/ (did)



Objective

- *To blend sounds and say words*

Materials

- *Write-on/Wipe-off Boards*
- manipulatives

BELOW-LEVEL

Start with Two Letters Tell children to listen to the sounds you say. Say: **/i/ /n/**. Then say: **/iinn/**. Finally, say: ***in***. Repeat the procedure and have children repeat each step after you. Then say: **/p/ /i/ /n/, /piinn/, *pin***. Have children do the same. Follow the same procedure for other words in the list.

Professional Development

Podcasting: Phoneme Blending

Word Building

phonics Tested

Objectives

- *To build and read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*

Materials

- *Alphabet Cards: a, d, e, h, i, l, m, n, p, t*
- pocket chart
- *Word Builders*
- *Word Builder Cards a, d, e, h, i, l, m, n, p, t*
- paper
- pencils

BELOW-LEVEL

Reinforce Letter Sounds Hold up *Alphabet Cards a, d, e, h, i, l, m, n, p,* and *t* one at a time, saying the sound the letter stands for. Have children repeat each sound after you. Then randomly hold up the *Alphabet Cards* and have children say the sound for each letter.

Blend Sounds

SOUNDS IN A WORD Have children sit in a circle. Sing the following verse to the tune of "Old MacDonald." As you sing, have children echo you.

What is the word for these three sounds?
/t/ /e/ /n/ Ten!
With a ten, ten here, and a ten, ten there,
Here a ten, there a ten,
Everywhere a ten, ten.
What is the word for these three sounds?
/t/ /e/ /n/ Ten!

Continue for the words /b/ /o/ /ks/ (box), /d/ /u/ /k/ (duck), and /p/ /e/ /g/ (peg).

Teach/Model

DIBELS Nonsense Word Fluency NWF

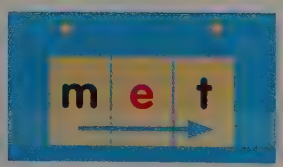
Routine Card 13

BLEND WORDS Distribute *Word Builders* and *Word Builder Cards a, d, e, h, i, l, m, n, p,* and *t* to children. As you place *Alphabet Cards* in a pocket chart, tell children to place the same *Word Builder Cards* in their *Word Builders*. Place *Alphabet Cards l, e, t* in the pocket chart and follow the steps on the *Routine Card* to blend the sounds to read the word *let*.

Routine Card 14

MODEL WORD BUILDING Remind children that when letters in words change, so do the sounds, and that they can make a new word by changing a letter in a word. Have children follow along with you as you model this process.

Think Aloud **I made the word *let* with *l*, *e*, and *t*. Now if I take away the *l* and put *m* in its place, I have the word *met*. Blend the sounds with me, /m/ /e/ /t/, *met*.**



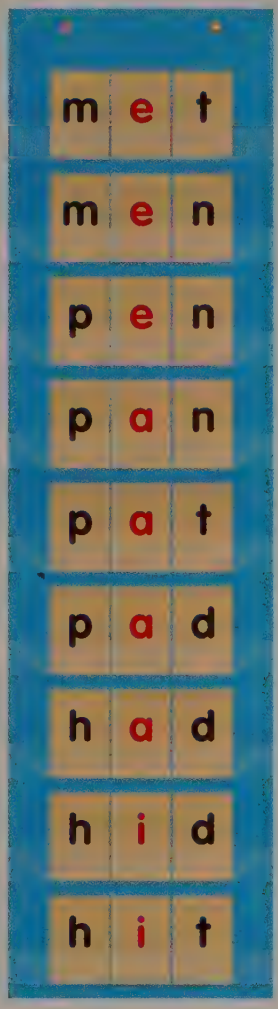
5-DAY PHONICS

DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ed*
DAY 5	Phonogram *-en*

Practice/Apply

BUILD WORDS Have children continue with the word *met* in their *Word Builder*. Say:

- **Change *t* to *n*. What word did you make?**
- **Change *m* to *p*. What word did you make?**
- **Change *e* to *a*. What word did you make?**
- **Change *n* to *t*. What word did you make?**
- **Change *t* to *d*. What word did you make?**
- **Change *p* to *h*. What word did you make?**
- **Change *a* to *i*. What word did you make?**
- **Change *d* to *t*. What word did you make?**



INDEPENDENT PRACTICE Write the following incomplete words on the board: *r__d, s__t, n__t, t__n,* and *h__n*. Have children write the incomplete words and write the letter *e* to complete each word. Ask them to read the completed words to a partner.

red
set
net
ten
hen

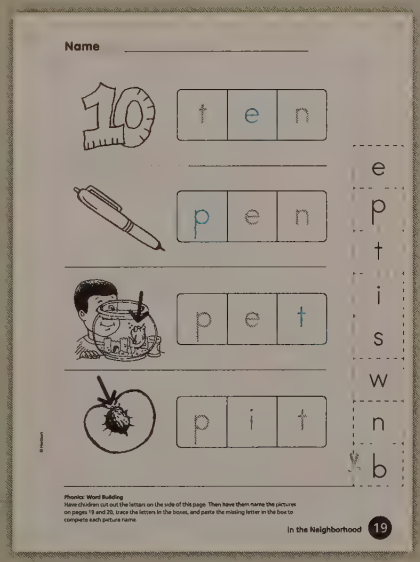
MONITOR PROGRESS

Phonics: Word Building

IF	THEN
children have difficulty building and reading three-letter words,	work with them to build and read two-letter words, such as *at, am, in, it,* and *an*.

Small-Group Instruction, p. S15:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name _____

10 t e n

p e n

p e t

p i t

e p t i s w n b

Phonics: Word Building
Have children cut out the letters on the side of this page. Then have them name the pictures on pages 19 and 20, trace the letters in the boxes, and paste the missing letter in the box to complete each picture name.

In the Neighborhood 19

▲ Practice Book, pp. 19–20

High-Frequency Words

Review: out

Tested

Objective

- *To read high-frequency words*

Materials

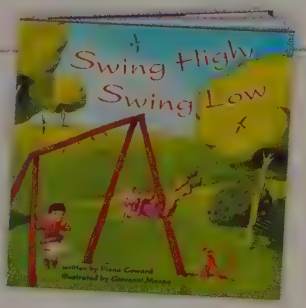
- *Big Book: Swing High, Swing Low*
- *High-Frequency Word Cards: my, here, what, out*
- copies of word cards *my, here, what, out, Teacher Resource Book*, pp. 35, 38, 41, 43

BELOW-LEVEL

Reinforce Word Recognition

Have children trace the word *out* on their word card with a finger. Then have them write the word with a finger on the palm of their hand.

Review



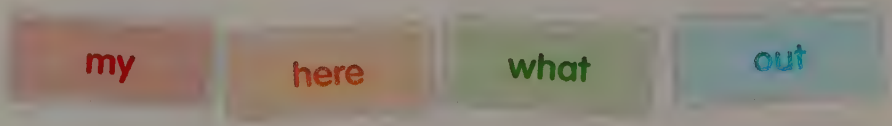
▲ **Big Book** ***Swing High, Swing Low***

READ THE WORD IN CONTEXT Display the *Big Book Swing High, Swing Low*, and read the title aloud. Turn to pages 26–27 and ask a volunteer to point to the word *out*. Then copy the sentence on the board or chart paper and ask a volunteer to circle the word *out*. Point to the word *out* several times and ask children to read the word aloud.

Practice/Apply

GUIDED PRACTICE Tell children you are going to show them different word cards. When they see the word *out*, they should read the word aloud and clap. If they don't see the word, they should read the word aloud. Hold up the *High-Frequency Word Cards my, here, what,* and *out* in random order until children consistently recognize the word *out*.

INDEPENDENT PRACTICE Provide to partners two sets of word cards for the words *my, here, what,* and *out* (*Teacher Resource Book*, pp. 35, 38, 41, 43). Have children place the cards on the table face down. Tell children to turn over two cards at a time. When the cards match, each child uses the word in a sentence.



Setting

Comprehension

Tested

Review

REVIEW THE CONCEPT Remind children that the setting of a story is where and when the story takes place. Turn to pp. 4–5 of *What a Treasure!* Read the text and talk about the pictures. Model for children how to identify the setting.

▲ Big Book *What a Treasure!*

Think Aloud **I know that the story takes place during the day because the words tell me that Mole starts digging the day he gets his new shovel. The pictures show Mole digging a hole in the ground. It is light outside. That also helps me know it is daytime.**

Practice/Apply

IDENTIFY SETTING Display pp. 20–21 of *What a Treasure!* Read aloud the text and have children look at the picture. Ask: **Where is this part of the story happening? How do you know?**

Read Aloud

READ THE BIG BOOK Invite children to listen as you read aloud *What a Treasure!* Ask them to pay attention to the setting of the story. Remind them that the words and the pictures will help them find out about the setting.

RESPOND Help children recognize the patterned structure of the story. Reread pages 9–18. Point out that each time Mole finds and gives away something, the author uses the words "Oh, what a treasure!" and "Why don't you keep it?" Invite children to respond through drama to interpret the story and show their understanding.

Then teach children to use verbal and nonverbal communication effectively. Remind them that in the story, Mole meets a new friend. Have children take turns pretending to introduce themselves as new friends. Coach them to use eye contact, smile, and use gestures as they speak.

Objectives

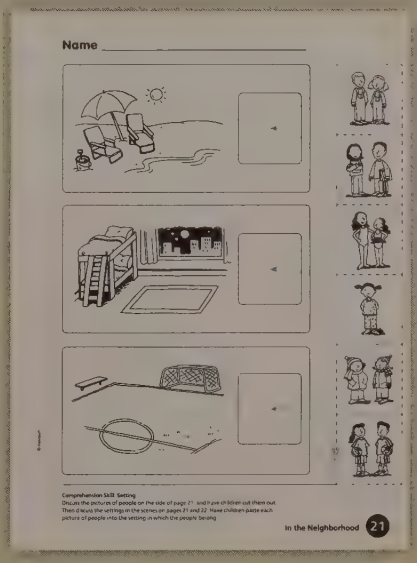
- *To identify the setting of a story*
- *To listen to and respond to a story*

Materials

- *Big Book: What a Treasure!*

E L L

Develop Vocabulary As you read *What a Treasure!* point out and repeat the names of the different treasures Mole finds. Have children repeat the names.



▲ Practice Book, pp. 21–22

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

Student-Friendly Explanations

confer When you *confer*, you talk with others about what to do about something.

mingle When you *mingle*, you greet and talk with people who are gathered together.

tidy To *tidy* a place means to make it neat.

E L L

Demonstrate Meanings Act out the meaning of each Vocabulary Word. For example, show how you would tidy your desk, confer with a student about a story you read, and mingle in the classroom. Say each word as you act it out.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *confer, mingle,* and *tidy*. Then discuss each word, using the following examples.

confer

- **If I say something that you would confer with your family on, say "We would confer." If not, don't say anything.**

  —where to go for a vacation

  —which restaurant to eat at

  —choosing a book to read
- **Would it be better to confer with your teacher in the middle of circle time or at recess? Tell why.**
- **Why might you confer with a friend?**

mingle

- **Would people be more likely to mingle at a party or at a library? Tell why.**
- **If you mingle on the playground, what might you do? Why?**

tidy

- **If I asked you to tidy the books in our classroom, what would you do? Why?**
- **Would someone use a camera or a broom to tidy the kitchen in your home? Tell why.**
- **If you agreed to tidy your room, would you clean it or mess it up? Tell why.**

Shared Writing

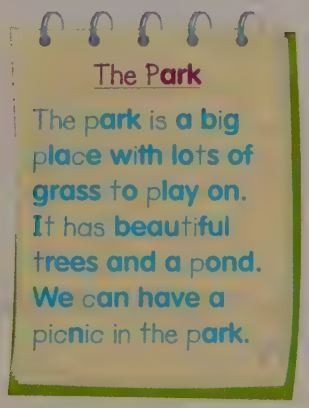
Description of a Place

Write Together

BRAINSTORM Recall with children that Mole was digging for treasure outside. Ask: **Where outside do you think Mole was?** (in his yard) Tell children that today you are going to work together to write a description of a place outside. Ask children to name some places they like to go outside. List their ideas on the board.

SHARE THE PEN Together, decide on a place to write a description about.

- **The first thing we'll do is write the name of the place at the top of the page.**
- **Now let's think about the park. What does the park look like?** Write children's ideas on the chart paper.
- **Now let's write a description of the park.** As you write the description, invite children to write letters or words they know.


The Park
The park is a big place with lots of grass to play on. It has beautiful trees and a pond. We can have a picnic in the park.

WRITING TRAIT **WORD CHOICE** Remind children that when writing a description, it is important to choose words that give the reader a clear picture of what the place is like.

Share

READ THE DESCRIPTION Read aloud the description on the chart paper. Ask children to add more details to the description.

Objective

- *To write a description of a place*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About the Outdoors Ask children to draw and write about something they like to do outdoors. Have them tell why they like it.

Warm-Up Routines

Day at a Glance

Day 3

Phonemic Awareness
- Phoneme Blending

phonics
- Word Building

High-Frequency Words
- Introduce: *who*

Comprehension
Review: Monitor Comprehension: Reread

Reading
- Library Book: *The Most Perfect Spot*

▲ The Most Perfect Spot

Robust Vocabulary
- Review: *contrast, modify, compliment*

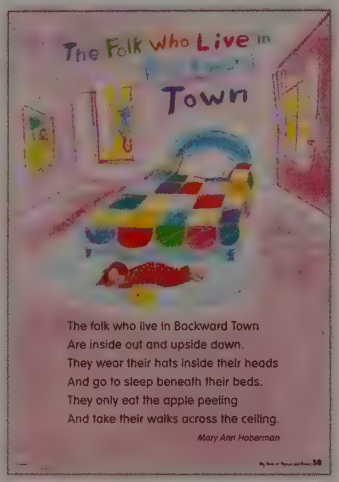
Writing
- Shared Writing: Description of a Place

Begin with a Poem

Objective *To recite a poem*

RECITE A POEM Display page 38 of the *Big Book of Rhymes and Poems*. Remind children that they have learned this poem about people who do things backward. Ask: **What might happen if we did everything backward all day? What would we do first? What would we do next?**

Read aloud the poem, tracking the print and emphasizing the rhyming words. Invite children to recite the poem along with you.


The Folk who Live in
Town
The folk who live in Backward Town
Are inside out and upside down.
They wear their hats inside their heads
And go to sleep beneath their beds.
They only eat the apple peeling
And take their walks across the ceiling.
Mary Ann Hoberman

▲ Big Book of Rhymes and Poems, p. 38

Oral Language

Objective *To follow one-step directions*

PLAY A GAME Tell children that when we do something backward, we do it the opposite way than it usually is done. For example, dinner would be eaten in the morning and breakfast would be served at night. Say: **Let's pretend that it is Backward Day. What are some of your daily routines that you could do backward?** Invite children to describe actions that could be done backward. Encourage children to respond in complete sentences, putting events in reverse order.

Phonemic Awareness

Phoneme Blending Tested

Review

BLEND SOUNDS Remind children that words are made up of sounds, and that they can blend sounds to say words. Model for children how to blend sounds.

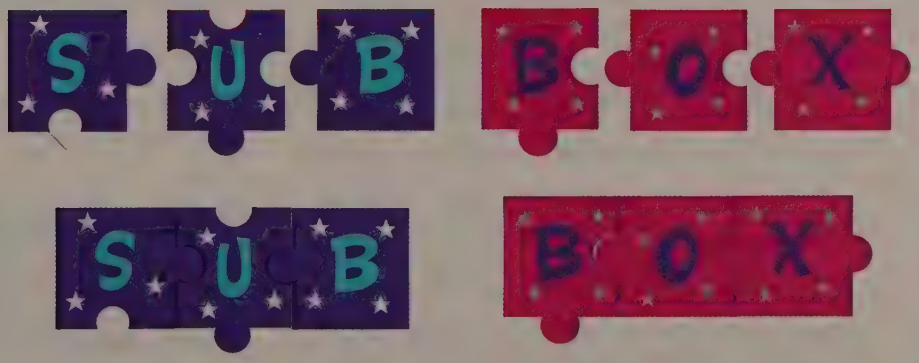
Think Aloud **Listen as I say these sounds: /j/ /e/ /t/. Now I will blend the sounds together to say the word: *jet*.**

Blend these sounds and say the word: /w/ /i/ /n/ (win). Have children do the same.

Practice/ Apply

INDEPENDENT PRACTICE Say the following words in individual sounds. Have children blend the sounds to say words.

/b/ /o/ /ks/ (box)	**/h/ /u/ /g/** (hug)	**/n/ /o/ /d/** (nod)
/s/ /i/ /t/ (sit)	**/m/ /e/ /n/** (men)	**/h/ /a/ /m/** (ham)
/r/ /i/ /p/ (rip)	**/r/ /u/ /n/** (run)	**/v/ /e/ /t/** (vet)
/s/ /u/ /b/ (sub)	**/h/ /o/ /p/** (hop)	**/h/ /o/ /t/** (hot)
/f/ /i/ /t/ (fit)	**/g/ /a/ /s/** (gas)	**/k/ /i/ /k/** (kick)
/j/ /e/ /t/ (jet)	**/l/ /u/ /k/** (luck)	**/r/ /u/ /g/** (rug)



Objective

- *To blend sounds and say words*

ELL

Develop Vocabulary Show pictures or demonstrate the meanings of unfamiliar words. For example, display pictures of a sub and a vet, saying each word and having children repeat after you. Have children follow along with you as you act out the meanings of the words *nod* and *hop*.

"RESEARCH SAYS"

"Only children receiving training on both types of tasks [segmenting and blending] showed a positive training effect for the word learning, or reading analog task."

—Torgesen, Morgan, & Davis (1992, p. 364)

Professional Development

Podcasting: Phoneme Blending

Word Building

phonics Tested

Objectives

- *To build and read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*

Materials

- *Alphabet Cards: e, g, h, l, n, o, p, s, t*
- pocket chart
- *Word Builders*
- *Word Builder Cards e, g, h, l, n, o, p, s, t*

Discriminate Sounds

HOW ARE THEY DIFFERENT? Tell children that they will be listening to words to tell how they are different. For example, say: **What is the first sound in *pen*?** (/p/) **What is the first sound in *ten*?** (/t/) **How are *pen* and *ten* different?** (They have different beginning sounds.) Continue with the following examples.

- **What is the middle sound in *bet*?** (/e/) **What is the middle sound in *bat*?** (/a/) **How are *bet* and *bat* different?** (They have different middle sounds.)
- **What is the ending sound in *ham*?** (/m/) **What is the ending sound in *had*?** (/d/) **How are *ham* and *had* different?** (They have different ending sounds.)
- **Which sound is different in *pat* and *pet*?** (the middle sound)
- **Which sound is different in *nap* and *nag*?** (the ending sound)
- **Which sound is different in *lip* and *dip*?** (the beginning sound)

Teach/Model

DIBELS Nonsense Word Fluency NWF

Routine Card 13

BLEND WORDS Distribute to children *Word Builders* and *Word Builder Cards e, g, h, l, n, o, p, s,* and *t*. As you place *Alphabet Cards* in a pocket chart, tell children to place the same *Word Builder Cards* in their *Word Builders*. Place *Alphabet Cards s, e, t* in the pocket chart and follow the steps on the *Routine Card* to blend the sounds to read the word *set*.

Routine Card 14

MODEL WORD BUILDING Remind children that when letters in words change, so do the sounds, and that they can make new words by changing letters in words. Have children follow along with you as you model this process. Say: **I made the word *set* with *s*, *e*, and *t*. Now if I take away the *s* and put *n* in its place, I have the word *net*. Blend the sounds with me, /n/ /e/ /t/, *net*.**

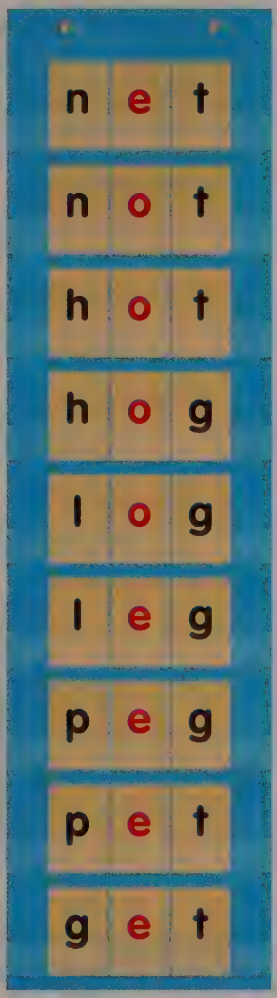
5-DAY PHONICS

DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ed*
DAY 5	Phonogram *-en*

Practice/Apply

BUILD WORDS Have children continue with the word *net* in their *Word Builder*. Say:

- **Change *e* to *o*. What word did you make?**
- **Change *n* to *h*. What word did you make?**
- **Change *t* to *g*. What word did you make?**
- **Change *h* to *l*. What word did you make?**
- **Change *o* to *e*. What word did you make?**
- **Change *l* to *p*. What word did you make?**
- **Change *g* to *t*. What word did you make?**
- **Change *p* to *g*. What word did you make?**



INDEPENDENT PRACTICE Write the following words on the board: *ten, pot, top, got*. Have children use *Word Builder Cards* to build and read each word.

ADVANCED

Build Words Invite partners to build words by changing more than one letter at a time in a word. Partners then read the new word and change two more letters.

High-Frequency Words

Introduce: who

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: he, see, up, who, what*
- copies of word card *who*

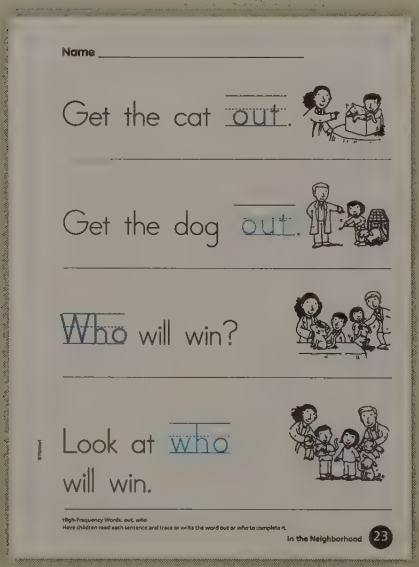
MONITOR PROGRESS

High-Frequency Words

IF	**THEN**
children cannot read *who*,	have them say *w-h-o, who,* as they point to the word.

Small-Group Instruction, p. S16:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name _____

Get the cat ~~out~~ out.

Get the dog ~~out~~ out.

~~Who~~ will win?

Look at ~~who~~ who will win.

▲ **Practice Book, p. 23**

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *who* on the board.

- Point to and read *who*. Have children say it with you.
- Say: ***Who* is at the door?**
- Display the *High-Frequency Word Card who*. Say ***who***.
- Point to each letter as you spell the word. Have children spell the word.
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.

Practice/Apply

GUIDED PRACTICE Distribute a word card *who* (*Teacher Resource Book*, page 43) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *who*, they should say the word and point to it on their card. Hold up the *High-Frequency Word Cards who, see, he, up,* and *what* until children consistently identify the word *who*.

INDEPENDENT PRACTICE Provide each child with a word card *who* (*Teacher Resource Book*, page 43). Have children take turns pointing to a classmate and asking *Who is this?* As children say the word *who*, they should point to the word on their word card.

Monitor Comprehension: Reread *Comprehension*

Review

MONITOR COMPREHENSION: REREAD
Display *The Most Perfect Spot*. Recall with children that a lot of things happen when Jack and his mama try to have a picnic in the park. Say: **Sometimes when you read a story with a lot of things happening in it, you can get confused. Rereading a few pages can help you keep track of what is happening as you read.**

▲ Library Book
The Most Perfect Spot

Practice/Apply

DURING READING While reading *The Most Perfect Spot*, stop at appropriate points in the story and model how to reread pages to clear up confusion or to help remember what happened.

AFTER READING Invite children to suggest parts of the story they would like you to reread. Have them give a reason for wanting to listen to that part of the story again.

Objective

- *To develop strategies to aid comprehension*

Materials

- *Library Book: The Most Perfect Spot*

Focus on Vocabulary

SOUND WORDS Remind children that the story has many sound words: *quack, splash, clippety-clop, split, splat.* Explain that these words sound just like what they mean. Have children take turns saying the sound words. Tell them that writers use words like these to make their stories more fun to listen to. Challenge children to name more sound words as you read the *Library Book*.

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

contrast When you *contrast* things, you tell how they are different.

modify To *modify* something means to change it a little.

compliment If you give a *compliment*, you tell someone that you like something about them.

BELOW-LEVEL

Reinforce Meaning Remind children of the Student-Friendly Explanation of *contrast*. Display two objects. Have children tell how the two objects are different. Repeat a similar process for the remaining words. For example, ask children how they would modify a picture, and pay someone a compliment.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *contrast, modify,* and *compliment.* Then discuss each word, using the following examples.

contrast

- **If someone asked you to contrast home and school, what would you say?**
- **If you contrast two movies, are you telling how they are the same or how are they different? Why?**

modify

- **If you modify something, do you change it or keep it the same? Tell why.**
- **If you planned to take a walk in the park, but it started to rain, how might you modify your plan?**

compliment

- **If I say a compliment, you should say "That's a compliment." If not, don't say anything.**

  —You have a great smile.

  —What is the weather going to be like today?

  —You are smart.

  —I like the way you keep your desk clean.

  —What did you have for breakfast today?

- **If you wanted to compliment someone on his or her backpack, what might you say?**

Shared Writing

Description of a Place

Write Together

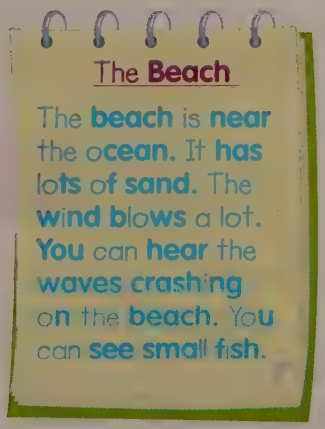
BRAINSTORM Recall with children that Jack and his mama looked for the perfect spot for a picnic. Ask: **Where would you like to have a picnic?** List children's responses on the board. Tell them that today you are going to work together to write a description of a favorite place to have a picnic.

SHARE THE PEN Together, decide on a place to write a description about.

- **What is the first thing we should write?** Write the name of the place at the top of the chart paper.
- **Now let's think about what the beach is like. What are some words that tell about the beach?** Write children's ideas on the chart paper.

WRITING TRAIT **WORD CHOICE** Remind children that when writing a description it is important to choose words that give the reader a clear picture of what the place is like.

- **When I write the description, I will use words that give the reader a clear idea about what the beach is like, such as windy or sandy. What other words help the reader know what the beach is like?** As you write the description, invite children to write letters or words they know.


The Beach
The beach is near the ocean. It has lots of sand. The wind blows a lot. You can hear the waves crashing on the beach. You can see small fish.

Share

READ THE DESCRIPTION Read aloud the description, tracking the print. Have children point out the words that give the reader a picture of what the beach is like.

Objective

- *To write a description of a place*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Picnic Food Ask children to draw and write about a food they like to have when they go on a picnic. Have them tell why they like that food.

E L L

Begin with a Picture Display pictures of the place that children want to write about. Ask them questions about the picture to elicit words they can use in the description.

Day at a Glance

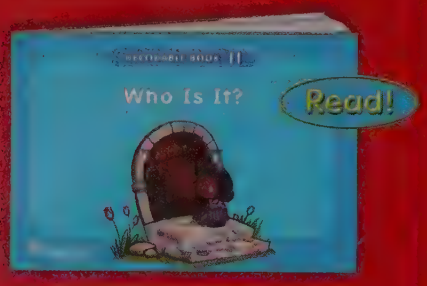
Day 4

Phonemic Awareness
- Phoneme Blending

phonics
- Phonogram *-ed*

High-Frequency Words
- Review: *out*, *who*

Reading
- *Decodable Book 11: Who Is It?*



▲ Decodable Book 11

Comprehension
Focus Skill
Review: Setting
- *Library Book: Pet Show!*

Robust Vocabulary
- Review: *meander, sturdy, famished*

Writing
- Independent Writing: Description of a Place

Warm-Up Routines

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Explain to children that today they will be listening to a story about a boy who can't find his pet cat. Tell them that first they are going to learn a song about another lost pet. Ask children to listen as you recite the lyrics to "Oh Where, Oh Where Has My Little Dog Gone?" Remind children that they can listen to songs to enjoy and appreciate them. Then sing the song several times, and invite children to join in.

Oh Where, Oh Where Has My Little Dog Gone?

Oh where, oh where has my little dog gone,
Oh where, oh where can he be?
With his ears cut short and his tail cut long,
Oh where, oh where can he be?

Oral Language

Objective *To share ideas, speaking in complete, coherent sentences*

USE COMPLETE SENTENCES Discuss with children what it might be like to lose a pet. Ask: **Have you ever lost a pet? How would you feel if you lost your pet? What could you do if you lost a pet?** If children do not respond in a complete sentence, rephrase their response in a complete sentence and have them repeat it.

Phonemic Awareness

Phoneme Blending

Tested

Review

BLEND SOUNDS Remind children that words are made up of sounds, and that they can blend sounds to say words. Use the following rhyme to have children blend sounds to say the word.

Say these sounds 1, 2, 3,

Then blend the sounds you hear for me:

/l/ /o/ /g/

What is the word? (log)

Practice/Apply

INDEPENDENT PRACTICE Repeat the rhyme, using the following sounds. Have children blend the sounds to say words.

/l/ /a/ /p/ (lap)	**/m/ /a/ /t/** (mat)	**/j/ /o/ /b/** (job)
/k/ /i/ /d/ (kid)	**/r/ /a/ /g/** (rag)	**/f/ /i/ /ks/** (fix)
/h/ /u/ /m/ (hum)	**/s/ /o/ /k/** (sock)	**/p/ /e/ /t/** (pet)

Spiral Review

PHONEME IDENTITY: FINAL Remind children that they have been listening to the sounds in words. Tell them that they are now going to listen for the ending sounds in words. Say: **I will say three words: *jug, dig, leg*. Say the words with me. Which sound is the same in the words?** (ending) **What is the sound?** (/g/) Have children repeat each set of words and tell what sound is the same. Then have them name the sound.

tap, hop, zip (ending; /p/)	**can, pen, fin** (ending; /n/)
bed, hid, mad (ending; /d/)	**net, got, hit** (ending; /t/)
him, sum, jam (ending; /m/)	**fog, leg, wig** (ending; /g/)

Objectives

- *To blend sounds and say words*
- *To identify common final sounds in words*

BELOW-LEVEL

Begin with Onset and Rime Have children begin by blending onset and rime, such as /l/-*ap*. Then have them blend the individual phonemes in the word. Repeat for other words.

Professional Development

Podcasting: Phoneme Blending

Phonogram -ed

phonics Tested

Objectives

- *To blend sounds to read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*
- *To write consonant-vowel-consonant words*

Materials

- *Write-on/Wipe-off Boards*
- chart paper
- marker
- *Word Builders*
- *Word Builder Cards b, e, d, f, l, r*
- drawing paper
- pencils
- crayons

Discriminate Sounds

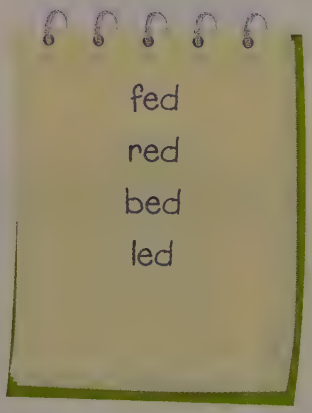
IDENTIFY RHYMING WORDS Say the words *red* and *bed*, and have children repeat them. Ask how the two words are the same. (They both have /ed/; they rhyme.) Tell children that you are going to say pairs of words. If the words rhyme, children say "They rhyme." If the words do not rhyme, children say nothing. Use the following pairs of words.

fin, win	**tap, lock**
led, red	**fed, bed**
get, sun	**not, dot**

PRODUCE RHYMES Then tell children that you are going to say a word. They will raise their hands and say a word that rhymes with it. Use the following words: *fed, pig, tan*.

Teach/Model

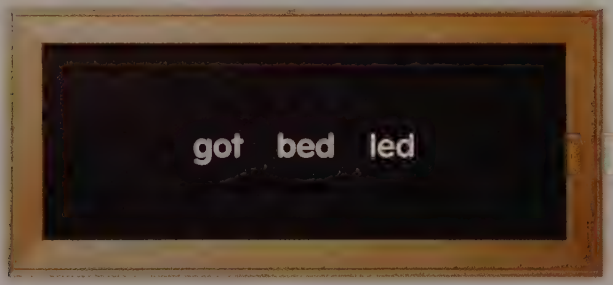
READ WORDS WITH *-ed* Write the word *fed* on chart paper. Track the print as children read the word. Then write the word *red*. Again, track the print as children read the word. Ask children to read the two words. Then point out to children how the two words are the same—they rhyme; they both end in *-ed*. Explain that the words *fed* and *red* are in the *-ed* word family because they both end in *-ed*. Continue by writing the words *bed* and *led* and having children read the words.



5-DAY PHONICS	
DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ed*
DAY 5	Phonogram *-en*

Practice/Apply

GUIDED PRACTICE Write the words *got*, *bed*, and *led* on the board, and have children read each word. If the word is in the *-ed* word family, have children write it on their *Write-on/Wipe-off Board*.



Then have children listen as you say the words *hip*, *fed*, *red*, and *mop*. As you say each word, have them write it on their *Write-on/Wipe-off Board* if it is in the *-ed* word family. Suggest that children use the words on the board for reference.

hip **fed** **red** **mop**

INDEPENDENT PRACTICE Write the following sentence frame on the board: *The _____ is red.* Read it aloud with children. Have children write the sentence frame and draw a picture of something that is red to complete the sentence. Children can read their completed sentence to the group.

BELOW-LEVEL

Build and Write Words Have children work with the *Word Builders* and *Word Builder Cards b, e, d, f, l,* and *r.* Guide them in building and blending the words *bed, fed, led,* and *red.* After children blend each word, have them write it on their *Write-on/Wipe-off Board.*

Reading

Apply Phonics

Objectives

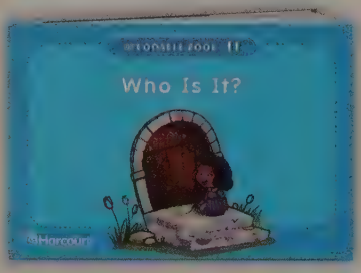
- *To decode words*
- *To read simple words in connected text*

Materials

- pocket chart
- *High-Frequency Word Cards: out, who*
- *Decodable Book 11: Who Is It?*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  out, who, come, you



▲ **Decodable Book 11**

Review

READ WORDS Write the word *red* on the board. Model blending the sounds as you run a finger under each letter. Say: **/r/ /e/ /d/. Say it with me: /r/ /e/ /d/, *red*.** Run a finger under the letters, having children read the word. Repeat for *led*, *fed*, and *bed*.

REVIEW HIGH-FREQUENCY WORDS Place the *High-Frequency Word Cards out* and *who* in the pocket chart. Ask volunteers to read each word. Point to the words repeatedly and at random, having children say the word you point to each time.

INTRODUCE/READ THE BOOK Distribute copies of *Decodable Book 11*. Invite a volunteer to read the title. Tell children that this book is about a girl who takes soup to her sick friend. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Review High-Frequency Words Have children review the high-frequency words *who* and *out* before reading *Who Is It?* Then model how to blend the words on the first page before they read.

ON-LEVEL

Guided Comprehension Guide children through the story, using the Monitor Comprehension questions. Invite children to discuss the story.

ADVANCED

Act It Out Children can read *Who Is It?* individually. After they read, encourage them to act out the story. Remind them to read with expression, saying the words as they think the characters would.

ELL

Picture Walk Before children read *Who Is It?*, page through the book and identify the characters in the illustrations. Then guide children through the story, using the Monitor Comprehension questions.

Tap, tap, tap.
Who is it?

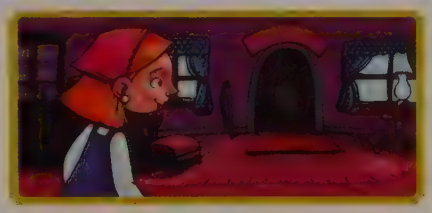
2

It is Nan.
Can Ben come out?

3

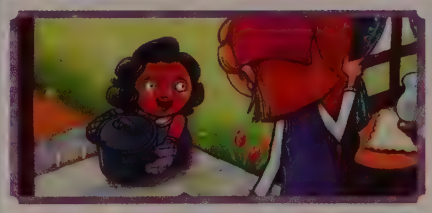
Ben is not well.
Ben can not come out.

4



Tap, tap, tap.
Who is it?

5

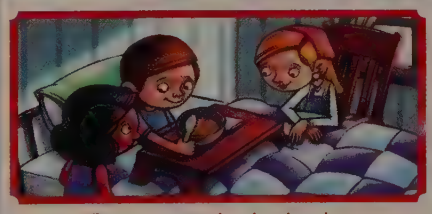


It is Nan.
Can I come in?

6

You can come in, Nan.
Ben is in his bed.

7



Ben can sip in bed.
Ben will get well.

8

Monitor Comprehension

1

SETTING **Where does the story happen?** (at Ben's house)

2 **DRAW CONCLUSIONS** **Why can't Ben play with Nan?** (He is sick.)

3 **EXPRESS PERSONAL OPINIONS** **Do you think Nan is a good friend? Why?** (Possible response: Yes, because she brings Ben soup to help him get well.)

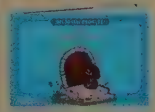
Professional Development

Podcasting: Auditory Modeling, Reading Decodable Text, Gr. K

Build Fluency

Repeated Reading Have children reread *Who Is It?* at least four times to develop fluency and gain automaticity.

School-Home Connection



Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Setting

Comprehension

Tested

Objectives

- *To listen to and respond to a story*
- *To identify the setting of a story*

Materials

- *Library Book: Pet Show!*
- *Story Retelling Cards: Pet Show!*
- drawing paper
- crayons
- pencils

Review

BEFORE READING Remind children that the setting of a story is where and when the story takes place. Explain that they will listen to the story *Pet Show!* again. Ask children to pay attention to words and pictures that tell where and when the story takes place.

▲ **Library Book** ***Pet Show!***

Practice/Apply

DURING READING As you read the story aloud, pause at appropriate points to ask children about where and when the story takes place. For example, point out the different parts of the city neighborhood.

AFTER READING Discuss the story with children. Ask:

- **Where does this story happen?** (in a city neighborhood) **When is the story happening?** (during the day)
- **How do you think Archie feels when he can't find the cat?** (Possible responses: sad, upset, mad) **How do you think he feels when he wins a blue ribbon for the germ?** (Possible responses: happy, excited, proud)
- **Would you like to have Archie as a friend? Why?** (Possible response: Yes, because he is smart and kind.)

Respond to Literature

RETELL AND RESPOND Have children use the *Story Retelling Cards* to retell the story. Then ask them to draw a picture to show their favorite part of the story. Have them write a label for their illustration telling why they enjoy that part. Children can share their picture with the group and read the label.

▲ Story Retelling Cards 1–6, *Pet Show!*

MONITOR PROGRESS

Comprehension: Setting

IF	THEN
children have difficulty identifying a story's setting,	display the illustrations in the book and ask questions such as, *Is this the city or the country? How do you know? Is it night or day? How do you know?*

Small-Group Instruction, p. S17:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

Student-Friendly Explanations

meander If you *meander*, you walk along slowly without a special place to go.

sturdy Something that is *sturdy* is strongly built or made.

famished If you are *famished*, you are very hungry.

E L L

Develop Vocabulary Demonstrate the meanings of the vocabulary words:

- Display and describe a picture of a sturdy house.
- Demonstrate and describe how to meander. Have children repeat the action and word.
- Tell what you would like to eat if you were famished.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *meander*, *sturdy*, and *famished*. Then discuss each word, using the following examples.

meander

- **If there were a fire in a building, would the people meander or run out of the building? Tell why.**
- **Why would someone meander through a shopping mall?**

sturdy

- **Would a chair with a broken leg be sturdy? Tell why.**
- **Which kind of cup is more sturdy, a paper cup or a plastic cup? Why?**
- **If I say the name of something that is sturdy, say "That's sturdy." If not, don't say anything.**

  —a wooden table

  —a piece of paper

  —a metal box

  —a chair

  —a paper towel

famished

- **If you are famished, would you eat or sleep? Tell why.**
- **Would you feel famished after eating a big feast? Why?**
- **What is your favorite food to eat when you are famished? Why?**

Independent Writing

Description of a Place

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

Write Independently

BUILD BACKGROUND Remind children that they have been writing descriptions of places. Tell them that today they will write about the school media center. Take children to the media center. Remind them how the books and other materials are organized. Then have children use what they know about alphabetical order to look for books or other materials.

WRITE A DESCRIPTION Discuss the media center. Ask: **What is the media center like? What do we do at the media center?** Write children's responses on chart paper.

- Have children write "The Media Center" at the top of their paper.
- Have them write or dictate a sentence or two to describe the media center.

The Media Center

The media center is very large. It has many bookshelves. It has some computers. It has tables and chairs. It is quiet.

WRITING TRAIT

WORD CHOICE Remind children that when writing a description, it is important to choose words that give the reader a clear picture of what the place is like.

- **The words *quiet, books,* and *computers* give the reader ideas about what the media center is like. What are some other words that give ideas about the media center?**

Share

READ THE DESCRIPTION Have children read their description aloud. Have them name words in each others' descriptions that help the reader get a good idea of what the media center is like.

Objective

- *To write a description of a place*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Prize Ask children to draw and write about a prize they have won or would like to win.

BELOW-LEVEL

Draw a Picture Before you begin the description, ask children to draw a picture of the media center. Encourage them to include as many details as they can in preparation for writing the description.

Day at a Glance

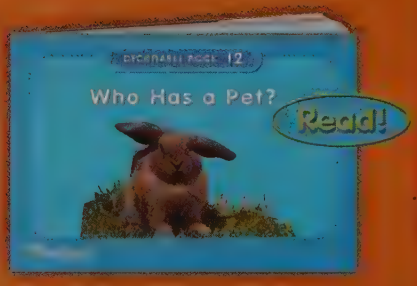
Day 5

Phonemic Awareness
- Phoneme Blending

phonics
- Phonogram -en

High-Frequency Words
- Review: *out, who*

Reading
- *Decodable Book 12, Who Has a Pet?*



▲ Decodable Book 12

Comprehension
Focus Strategy
Review: Monitor Comprehension: Reread

Robust Vocabulary
- Review: *feast, soggy, joyous, famished, unfortunate, treasure, sturdy, compliment*

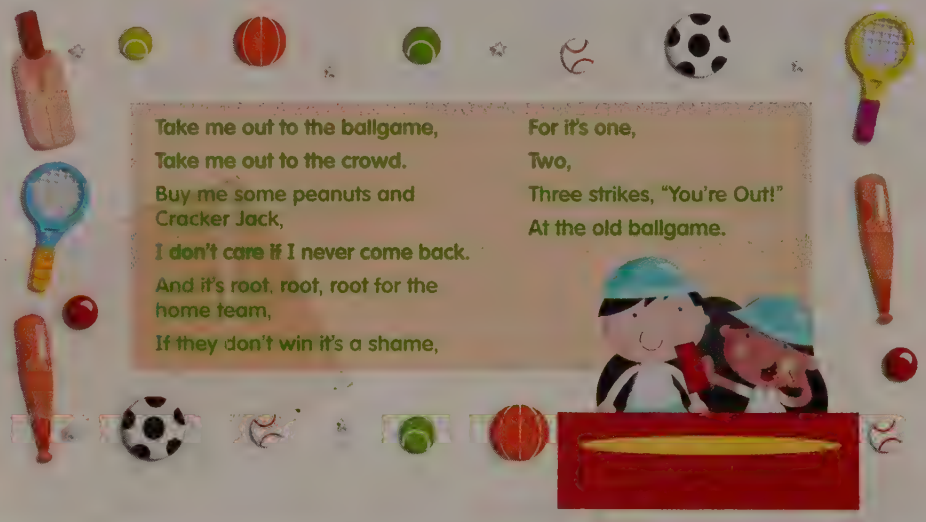
Writing
- Independent Writing: Description of a Place

Warm-Up Routines

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Discuss the game of baseball with children. Ask: **Have you ever seen a baseball game? What was it like?** Tell children you will teach them a song about going to a baseball game. Recite the lyrics to the song "Take Me Out to the Ball Game." Sing the song several times, inviting children to sing along. You may wish to play the song on the *Music CD*.


Take me out to the ballgame,
Take me out to the crowd.
Buy me some peanuts and Cracker Jack,
I don't care if I never come back.
And it's root, root, root for the home team,
If they don't win it's a shame,
For it's one,
Two,
Three strikes, "You're Out!"
At the old ballgame.

Oral Language

Objective *To participate in a discussion*

TALK ABOUT SPORTS Share with children illustrations or drawings of different types of balls used for sports, such as a basketball, soccer ball, baseball, or football. Ask children to identify each ball, and then have them name the sport the ball is used in. Encourage children to talk about sports they have played. Have them give a simple description of how to play each sport. As children respond, make sure they use complete sentences. If not, rephrase their answer into a complete sentence and have them repeat it.

Phonemic Awareness

Phoneme Blending

Review

BLEND SOUNDS Remind children that words are made up of sounds, and that they can blend sounds to say the words. Use the following rhyme to have children blend sounds to say the word.

Say these sounds 1, 2, 3,

Then blend the sounds you hear for me:

/n/ /e/ /t/

What is the word? (net)

Practice/Apply

INDEPENDENT PRACTICE Repeat the rhyme, using the following sounds. Have children blend the sounds to say words.

/b/ /u/ /d/ (bud)	**/k/ /o/ /t/** (cot)	**/h/ /i/ /m/** (him)
/t/ /i/ /n/ (tin)	**/r/ /e/ /d/** (red)	**/m/ /o/ /p/** (mop)
/s/ /a/ /d/ (sad)	**/n/ /u/ /t/** (nut)	**/k/ /a/ /t/** (cat)

Spiral Review

PHONEME CATEGORIZATION: FINAL Remind children they have been listening for the sounds in words. Tell them that now they will listen for the ending sound that is different in a group of words. Say: **I will say three words. Listen to the ending sound in each word: *net, trap, lip.* Say the words with me. Which word has a different ending sound?** (let) Have children repeat each set of words and name the word that has a different ending sound.

tan, fox, thin (fox)	**fit, gas, bus** (fit)
mop, cat, get (mop)	**ram, hum, got** (got)
ten, wig, bag (ten)	**sip, tell, flap** (tell)

Objectives

- *To blend sounds and say words*
- *To identify the word that has a different final sound in a set of words*

Model the Task Have children repeat each sound after you: /b/ /u/ /d/. Have them repeat the sounds. Then elongate the sounds: /buud/. Finally, say the word naturally: *bud*. Repeat the procedure for other words.

Phonogram -*en*

phonics Tested

Objectives

- *To blend sounds to read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*
- *To write consonant-vowel-consonant words*

Materials

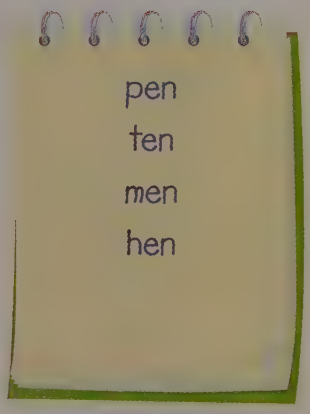
- *Write-on/Wipe-off Boards*
- chart paper
- markers
- *Teacher Resource Book*, p. 79
- scissors
- glue or glue sticks
- drawing paper
- pencils
- crayons

Discriminate Sounds

IDENTIFY RHYMING WORDS Say the words *den*, *wig*, and *men* and have children repeat them. Point out that *den* and *men* rhyme because they both end with /en/. *Wig* does not rhyme with *den* and *men* because it ends with /ig/. Tell children that you are going to say sets of words. They should tell you the words that rhyme in each set.

gas, lip, hip (lip, hip)
pen, top, hen (pen, hen)
den, fed, bed (fed, bed)
net, led, met (net, met)
ten, men, jog (ten, men)
cap, yes, map (cap, map)
six, fill, fix (six, fix)
peg, bell, beg (peg, beg)

READ WORDS WITH -*en* Write the word *pen* on chart paper. Track the print as children read the word. Then write the word *ten*. Again, track the print as children read the word. Ask children to read the two words. Then point out to children that both words end in *-en* and they rhyme. Explain that the words *pen* and *ten* are in the *-en* word family because they both end in *-en*. Continue by writing the words *men* and *hen* and having children read the words.



5-DAY PHONICS

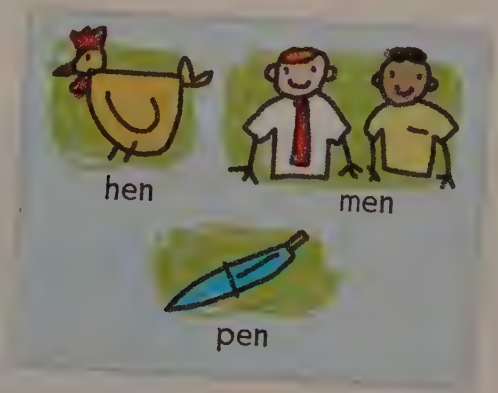
DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Phonogram *-ed*
DAY 5	Phonogram *-en*

GUIDED PRACTICE Write the words *men, ten,* and *fit* on the board, and have children read each word. If the word is in the *-en* word family, have children write it on their *Write-on/Wipe-off Board.*

Then have children listen as you say the words *net, hen, pen,* and *dip*. As you say each word, have them write it on their *Write-on/Wipe-off Board* if it is in the *-en* word family. Suggest that children use the words on the board for reference.

net **hen** **pen** **dip**

INDEPENDENT PRACTICE Have children copy and illustrate the word *hen, pen,* or *men*. They can display their drawing and read the word. Then distribute copies of *Teacher Resource Book* page 79. Help children name the pictures. Have them cut out the pictures and sort them by word family *(-en, -ed)*.



ELL

Develop Word Meaning Explain or demonstrate the meanings of unfamiliar words. For example, show pictures of men and of a hen, and display a pen and the number ten.

Reading

Apply Phonics

Objectives

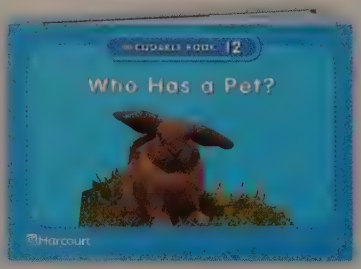
- *To decode words*
- *To read simple words in connected text*

Materials

- pocket chart
- *High-Frequency Word Cards: out, who*
- *Decodable Book 12: Who Has a Pet?*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  look, out, who



▲ Decodable Book 12

Review

READ WORDS Write the word *ten* on the board. Model blending the sounds as you run a finger under each letter. Say: **/t/ /e/ /n/. Say it with me: /t/ /e/ /n/, *ten*.** Run a finger under the letters, having children read the word. Repeat for *hen, den,* and *pen*.

REVIEW HIGH-FREQUENCY WORDS Place the *High-Frequency Word Cards out* and *who* in the pocket chart. Point to the words randomly several times and have children read the word you point to.

INTRODUCE/READ THE BOOK Distribute copies of *Decodable Book 12*. Invite a volunteer to read the title. Tell children that this book is about children and their pets. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Choral Reading Have children follow along in their own books as you read *Who Has a Pet?* to model fluent reading. Then reread the book and invite children to read along with you.

ON LEVEL

Guided Comprehension Guide children through the book, using the Monitor Comprehension questions. Then discuss with them the pets and their owners in the book.

ADVANCED

Independent Reading Have children read *Who Has a Pet?* on their own. Remind them to read with appropriate expression.

ELL

Preview Before children read *Who Has a Pet?*, page through the book and identify the people and the pets in the photographs. Then guide children through the book, using the Monitor Comprehension questions.

Ben has a cat.
His cat will nap.

2

Tess has a dog.
A dog can sit.

3

Ned has a pig.
His pig is big.

4

Tom has a red hen.
His hen is out.

5

Ross has a dog.
His dog can beg.

6

Sam has a pet.
It is in a box.

7

Look at it hop!

8

Monitor Comprehension

1. **MAIN IDEA** **What does this story tell about?** (kids and their pets and what the pets can do)
2. **RELATE PICTURES TO TEXT** **What pet can hop?** (rabbit)
3. **EXPRESS PERSONAL OPINIONS** **What pet would you like to have? Why?** (Responses will vary.)

Professional Development

Podcasting: Auditory Modeling, Reading Decodable Text, Gr. K

Build Fluency

Repeated Reading Have children reread *Who Has a Pet?* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Monitor Comprehension: Reread *Comprehension*

Objectives

- *To listen to and respond to a story*
- *To reread parts of a story to aid comprehension*

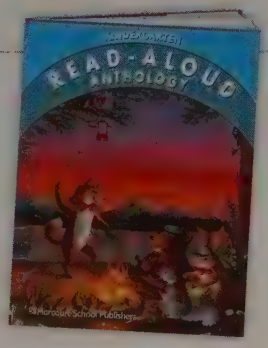
Materials

- *Read-Aloud Anthology,* "The Snug Little House," pp. 58–61
- chart paper
- marker

Review

MONITOR COMPREHENSION: REREAD
Remind children that rereading some parts of a story can help a reader understand what is happening.

Tell children that today they will listen to a story they have heard before, "The Snug Little House." Explain that you will reread parts of the story to see if that will help you understand it better.



▲ **Read-Aloud Anthology "The Snug Little House," p. 58**

As you read "The Snug Little House" aloud, stop at appropriate parts of the story and model how to reread to help you understand things that confuse you.

Think Aloud **I don't remember what is wrong with the red velvet chair. The other furniture is worn out or broken.** Reread the beginning of the story. **Oh, now I remember. The velvet chair has loose springs.**

Practice/Apply

DURING READING Invite children to name things in the story that confuse them or that they can't remember. Then reread parts of the story to clear up their confusion.

AFTER READING Discuss the story with children. Ask:

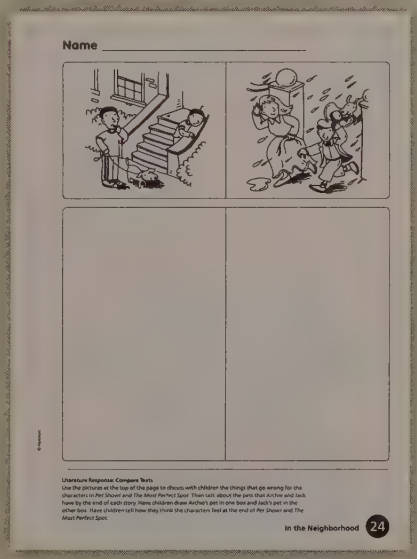
- How do you think the characters were feeling before they met one another? Why? (Possible response: probably lonely and sad because they were broken. Maybe they thought nobody wanted them.)

RESPOND Ask children to draw a picture of their favorite character in the story. Help them tell what they like about that character.

COMPARE CHARACTERS Remind children that one of the characters in the story is an old woman. Ask: **How does the woman make the house snug?** (She fixes things up.) Then display *Pet Show!* Recall with children that this story also has an old woman as a character. Help children compare the two characters by discussing their differences. Ask: **Where does the old woman in *Pet Show!* live?** (in an apartment; in the city) Discuss what it might be like to live in each place. Point out that one woman is alone while the other is surrounded by neighbors of different ages. Help children understand the differences between life in the country and life in the city.

ELL

Name Characters Draw simple pictures and name the characters in the story. (chair, table, bed, dishes, knife, fork, spoon, rug, house, little old lady) Have children repeat the names with you. Then say the name of a character and ask children to point to the corresponding picture and repeat the name.


Name _____

Literature Response: Compare Texts

In the Neighborhood 24

▲ Practice Book, p. 24

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW
Robust Vocabulary

feast	unfortunate
soggy	treasure
sturdy	compliment
famished	

MONITOR PROGRESS

Robust Vocabulary

IF	THEN
children do not demonstrate understanding of the words,	demonstrate or act out the meaning of the words for children. For example, display and compare a soggy piece of paper with a sturdy piece of paper.

Small-Group Instruction, pp. S18–S19:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Cumulative Review

USE ROBUST VOCABULARY Tell children that they have learned some interesting words this year: *feast, soggy, treasure, unfortunate, compliment, sturdy,* and *famished*. Remind them of the Student-Friendly Explanations for the words as necessary. Ask the following questions to gauge children's understanding of the words.

- **If you are *famished*, are you more likely to eat a feast or a snack? Tell why.**
- **Would you feel proud or mad if someone gave you a *compliment*? Why?**
- **Would finding a special stuffed animal be a *treasure* or *unfortunate*? Tell why.**
- **Would it be *unfortunate* to miss the school bus or to make a new friend? Why?**
- **Would you want to drink from a *soggy* cup or a *sturdy* cup? Tell why.**

Have children act out some of the words by telling them to:

- pretend to find a treasure.
- show how they would look if they were famished.
- describe something unfortunate that has happened to them.
- pretend to build a sturdy house.

Independent Writing

Description of a Place

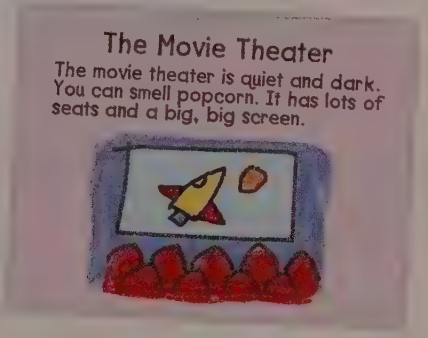
Write Independently

REVIEW DESCRIPTIONS Remind children that they have worked on writing descriptions of places this week and that a description is a group of sentences that tell what something is like.

WRITE A DESCRIPTION Tell children they are going to write a description of a favorite place. Ask them to list some of their favorite places. Write their responses on the board. Read the list aloud. Then have children choose a favorite place to write about.

WRITING TRAIT **WORD CHOICE** Discuss with children some words that might give the reader a clear picture of what a place is like. List the words on chart paper.

Tell children that first they are going to draw a picture of their favorite place. Then have children write or dictate sentences to tell about their pictures. Encourage them to use the words from the chart as a model.



Share

READ THE DESCRIPTIONS Encourage volunteers to read their description to the class. Talk with children about what they have learned about writing descriptions.

Objective

- *To write a description of a place*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Self-Selected Writing Have children write and draw about anything they would like. If they have difficulty thinking of a topic, have them ask two friends what they're going to write about.

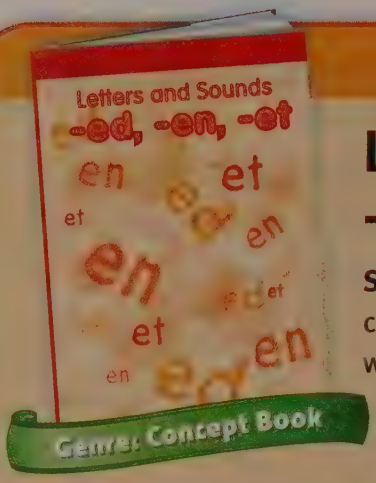
BELOW-LEVEL

Prompt with Questions Prompt children with questions to help them write their description. For example, ask: *Is the place big or small? What things do you see there? What do you smell? What do you hear?*

▲ Writer's Companion, pp. 48–49

Leveled Readers

Reinforcing Skills and Strategies



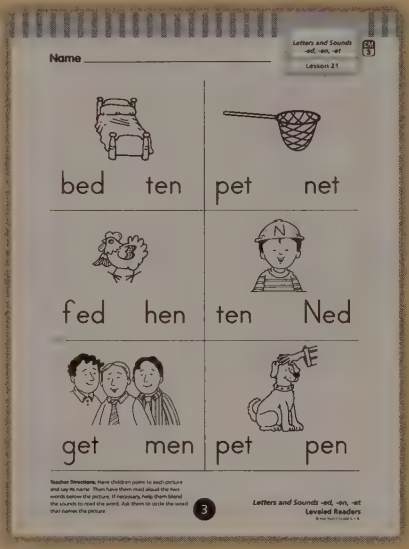
BELOW-LEVEL

Letters and Sounds -ed, -en, -et

SUMMARY Children identify pictures of people, common objects, and animals as they read words that end in *-ed, -en,* or *-et.*

- phonics: **Phonograms** ***-ed, -en, -et***

LEVELED READER TEACHER GUIDE



▲ **Leveled Reader Teacher Guide, p. 3**

Before Reading

BUILD BACKGROUND/SET PURPOSE In a pocket chart, display *Letter Cards b, e, d.* Show a picture or model of a bed. Say: **Let's say the sounds in *bed:* /b/ /e/ /d/. What is the word? *bed*.** Then point to each letter card as you say the sounds separately. Blend them together to say *bed* naturally. Follow a similar procedure for phonograms *-en* and *-et,* using the words *den* and *set.* Tell children that they will read a book that has words with these ending sounds. Suggest that children read to find words that rhyme, or have the same ending sounds.

Reading the Book

FIRST READING During the first reading, be sure children are saying the correct word for each picture. (See the Photo Index on the inside back cover.) Say each picture name aloud with children. Model how you blend the sounds as you track the print at the bottom of the page.

SECOND READING Ask children to read the book again. As they say each picture name, have them run their hand under the letters in the word. Ask: **What sound do you hear at the beginning of [bed]? What sound do you hear at the end? Show how you blend the sounds.**

CONNECT SOUNDS TO LETTERS After reading, have children use *Magnetic Letters* to make and read words from the story.

www.harcourtschool.com/storytown

GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

ON-LEVEL

Get the Hen!

SUMMARY A clever boy tricks a runaway hen back into its cage.

- phonics : **Phonograms** *-ed, -en*
- **High-Frequency Words:** *out, who*
- Focus Skill **Setting**

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children what they know about hens. Discuss where hens live and what they eat. Tell children that the story is about a hen that runs away. Invite a child to read aloud the title and describe what is happening in the cover illustration. Ask children to use the title and illustration to predict what might happen in the book. Suggest that children read the story to find out what happens to the hen.

Reading the Book

PAGES 2–5 **RELATE PICTURES TO TEXT** **How did the hen get out?** (The gate was open.)

PAGES 6–8 **MAKE INFERENCES** **Why doesn't Ken need to chase the hen?** (Possible response: He put down a trail of corn that leads to the cage. The hen eats the corn and walks back into the cage by itself.)

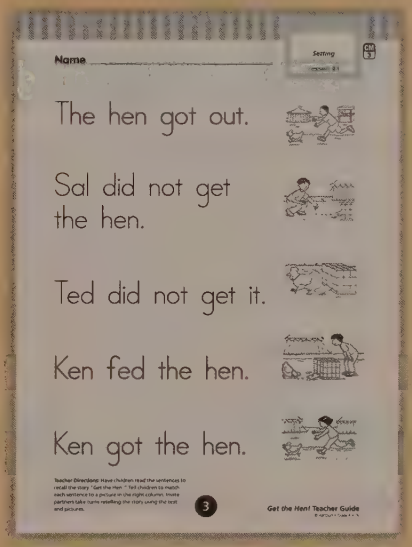
REREAD FOR FLUENCY Have partners alternate reading a sentence of the story at a time. Remind them to raise their voice at the end of a sentence that ends with a question mark.

Think Critically

(See inside back cover for questions.)

1. **SETTING** The story takes place at a fair in the daytime.
2. **IMPORTANT DETAILS** Ted, Meg, Ned, and Sal chase the hen. Ken lays down a trail of corn.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE


Name _____ Setting

The hen got out.

Sal did not get the hen.

Ted did not get it.

Ken fed the hen.

Ken got the hen.

3 Get the Hen! Teacher Guide

▲ Leveled Reader Teacher Guide, p. 3

Leveled Readers

Reinforcing Skills and Strategies

ADVANCED

A Big Box

SUMMARY Readers follow the journey of a special box as it is carried by plane, truck, and foot to its destination.

- phonics : **Phonograms** *-ed, -en*
- **High-Frequency Words:** *out, who*
- Focus Skill **Setting**

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children if they have ever sent or received a package. Ask what happens to packages and how they get from the post office to their home. Explain that this story is about a special package. Write the words *plane* and *truck* on the board and read them aloud. Tell children they will see these words in the story. Ask a child to read aloud the title of the book. Have children set their own purposes for reading the story.

Reading the Book

PAGES 2–5 **RELATE PICTURES TO TEXT** **Look at the picture on page 3. Where does the family take the box?** (to the post office)

PAGES 6–8 **MAKE INFERENCES** **Who is the woman on page 8?** (Possible response: She is probably a relative or friend of the children who mailed the package.)

REREAD FOR FLUENCY Have partners alternate reading pages of the book. Encourage them to read with expression.

Think Critically

(See inside back cover for questions.)

1. **SETTING** In the beginning, the box is in the stroller that is headed to the post office; in the middle, it is in a plane and in a truck; at the end, it is at a woman's house.
2. **SPECULATE** Possible response: drawings, a letter, more pictures
3. **IDENTIFY WITH CHARACTERS** Responses will vary.

LEVELED READER TEACHER GUIDE

▲ **Leveled Reader Teacher Guide, p. 3**

www.harcourtschool.com/storytown

GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

ELL

At the Park

SUMMARY Children identify and name common outdoor places and objects.

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Before Reading

BUILD BACKGROUND/SET PURPOSE Tell children they will be reading about being outside. Encourage volunteers to name some outdoor places they like, such as a playground, a baseball field, or a park. Ask yes/no questions about different places, such as: **Are there swings in the [playground]?** Read aloud the title to children and talk about the image on the cover.

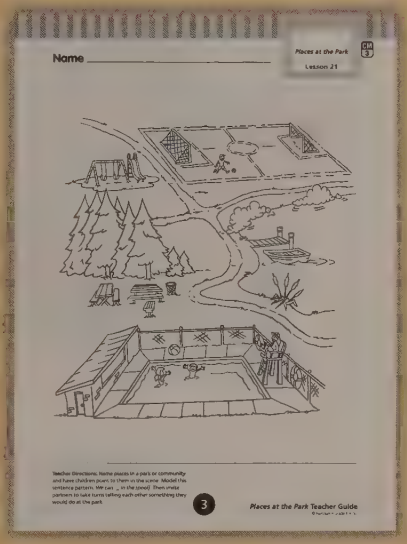
Reading the Book

PREVIEW THE STORY Invite children to browse through the book and point to or name places or items they know. Encourage their efforts: **Yes, this is a playground.**

RELATE PICTURES TO TEXT Have children follow along as you point to the pictures and read the text. Invite them to repeat the words and tell one detail about the place pictured. Encourage children to use this sentence frame as they discuss the pages: **They are at the [playground].**

REREAD FOR FLUENCY Invite children to take turns naming each place as they reread the book.

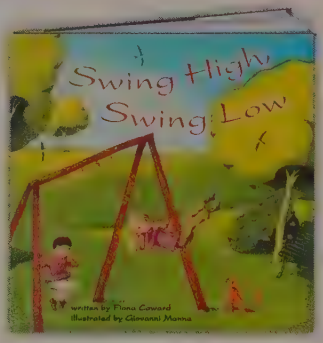
LEVELED READER TEACHER GUIDE



▲ Leveled Reader Teacher Guide, p. 3

Theme Wrap-up and Review

▲ **The Most Perfect Spot**
by Diane Goode



▲ **Swing High, Swing Low**
by Fiona Coward

▲ **What a Treasure!**
by Jane Hillenbrand

▲ **Pet Show!**
by Ezra Jack Keats

Celebrate In the Neighborhood

Display *Swing High, Swing Low; The Most Perfect Spot; What a Treasure!;* and *Pet Show!* Help children summarize and retell each book. Use the *Story Retelling Cards* as an aid for *The Most Perfect Spot* and *Pet Show!*. Invite children's comments; then ask these questions:

- Which book do you like the most? What do you like about it?
- In what ways are the neighborhoods in the books like your neighborhood? How are they different?
- What did you learn about neighborhoods?

Teacher Self-Evaluation

As you reflect on the theme *In the Neighborhood*, ask yourself:

- Have I helped children make connections between thematic activities and their own experiences?
- Which activities worked best for my class and with my teaching style? How might I vary the activities next time?
- Have I helped children become more aware of their surroundings and their neighborhoods?

Theme Project

MODEL TOWN Summing Up

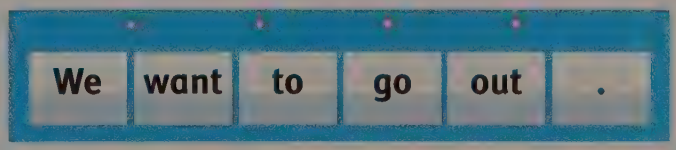
Invite children to take turns naming a place in the Model Town and telling something about it. Encourage children to use vivid descriptive language as they talk about each place.

Phonics

WORD CARD MATCH Use index cards to make word cards for the following words: *box, fox, six, mix, bed, red, hen, men*. Create another set of cards with a simple image for each word. Place all of the cards face down, and have children take turns turning over a card, reading the word or naming the picture, and turning over another card. If the word and picture card match, they keep the cards. If the cards don't match, they turn the cards face down and pick again.

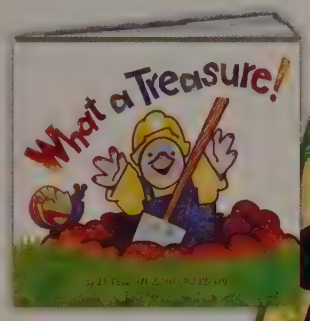
High-Frequency Words

HIGH-FREQUENCY WORD QUESTIONS Write the following question on the board or on chart paper and have children read it aloud: *Where do you want to go*? Then use *High-Frequency Word Cards* and the period card to create the following reply in a pocket chart: *We want to go* _____. Have volunteers read aloud the question and complete the statement with one of the following *High-Frequency Word Cards: up, down, out*. Then have children read aloud the question and answer.



Comprehension

REALITY/FANTASY Review with children the concepts of reality and fantasy, making sure that children can distinguish between them. Then display several familiar picture books, including nonfiction titles, and have children tell whether each book is realistic or a fantasy. Have them give reasons for their answers. Have children tell how a realistic fiction book differs from a nonfiction book.



▲ What a Treasure!

▲ Pet Show!

Writing

NEIGHBORHOOD DESCRIPTIONS Invite children to choose a person, place, or thing in their neighborhood to write about. Have them write a description of the person, place, or thing. Remind children to include words that will help their readers know more about their chosen topic.

Monitor Progress

at the End of Theme 7

THEME 7 TEST After instruction for Theme 7, assess student progress in the following areas:

- Phonemic Awareness
- Phonics
  - Letter Recognition
  - Matching Letters to Sounds
- High-Frequency Words
- Fluency: Rapid Letter Naming

▲ **Kindergarten Assessments**

DIBELS DIBELS Connection

Phonemic Awareness—Initial Sounds Fluency

Phonics—Letter Naming Fluency

TPRI Connection

Phonemic Awareness—Detecting Initial and Final Sounds, Blending Phonemes

Phonics—Letter Naming and Letter-Sound Linking

MONITOR PROGRESS

Use Data to inform Instruction for Theme 8

IF performance was	**THEN,** in addition to core instruction, use these resources:
BELOW-LEVEL Reteach	• Below-Level Leveled Readers • Leveled Readers System • Strategic Intervention Resource Kit • Intervention Station, Primary
ON-LEVEL Reinforce	• On-Level Leveled Readers • Leveled Readers System • Practice Book, Theme 7
ADVANCED Extend	• Above-Level Leveled Readers • Leveled Readers System • Challenge Resource Kit

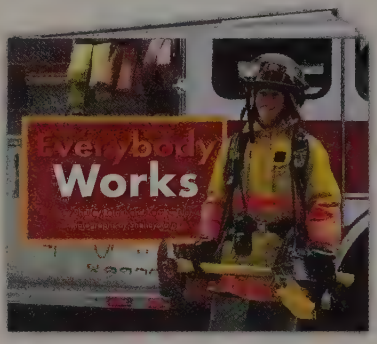
THEME 8

Jobs People Do

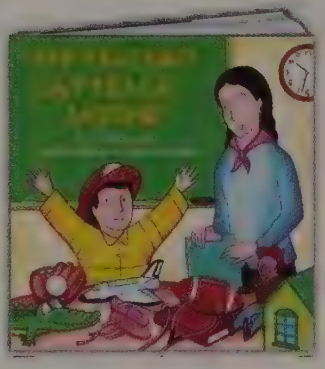
Theme Resources

LITERATURE SELECTIONS

BIG BOOKS *(Available on Audiotext)*

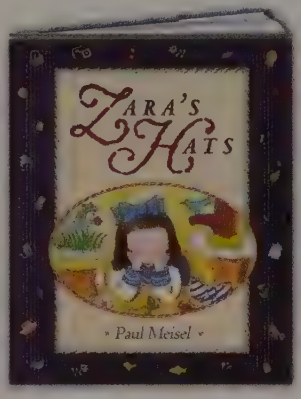


▲ **Everybody Works**
by Shelley Rotner and Ken Kreisler

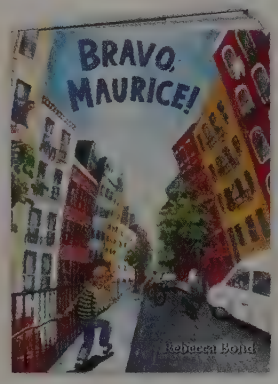


▲ **My Teacher Can Teach...Anyone!**
by W. Nikola-Lisa

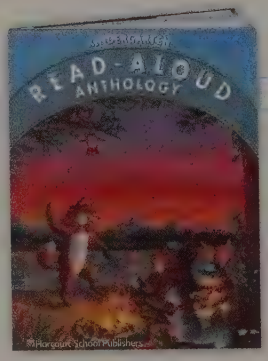
LIBRARY BOOKS



▲ **Zara's Hats**
by Paul Meisel



▲ **Bravo, Maurice!**
by Rebecca Bond



◀ **Read-Aloud Anthology**

- "Caps for Sale" by Esphyr Slobodkina
- "Pig Pig Gets a Job" by David McPhail

◀ **Big Book of Rhymes and Poems**

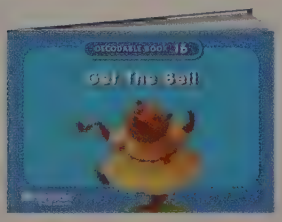
- "Slippery Sam"
- "Wouldn't You?"
- "Things That Sing"

DECODABLE BOOKS

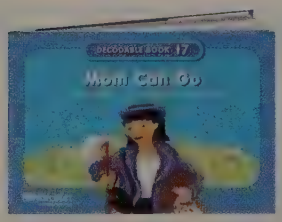
◀ **Decodable Book 13,**
A Big Mess

◀ **Decodable Book 14,**
Van in a Jam

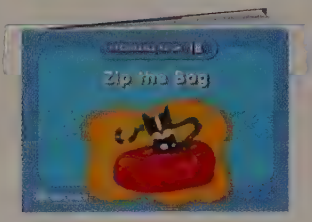
◀ **Decodable Book 15,**
The Bad Leg



◀ **Decodable Book 16,**
Get the Bell

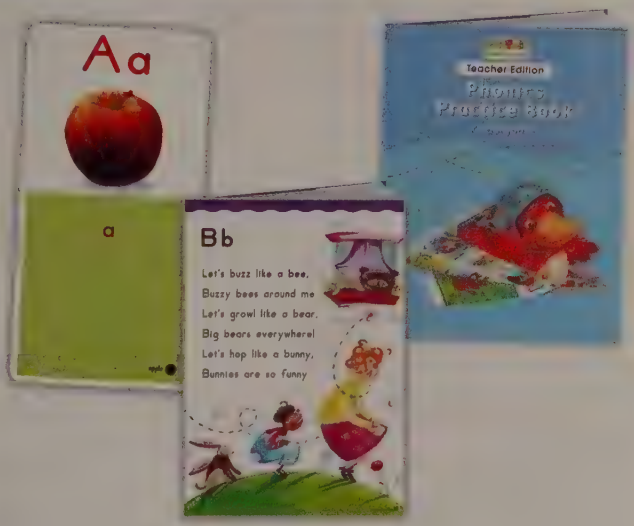


◀ **Decodable Book 17,**
Mom Can Go



◀ **Decodable Book 18,**
Zip the Bag

ADDITIONAL RESOURCES



- Photo Cards
- Music CD
- Sound/Spelling Cards
- Write-on/Wipe-off Boards
- Practice Book: Theme 8
- Teacher Resource Book
- Letter/Sound Rhymes Chart
- Instructional Routine Cards
- Writer's Companion Teacher Edition
- Phonics Practice Book
- Literacy Center Kit

PROFESSIONAL DEVELOPMENT

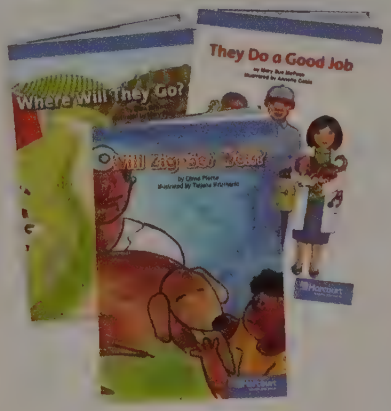
- Professional Development Book
- Videos for Podcasting

Leveled Resources

BELOW-LEVEL

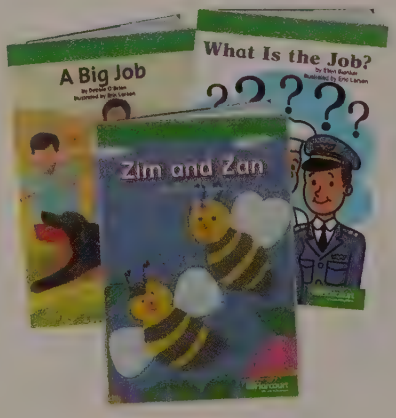
- Label Books
- Phonics

ON-LEVEL



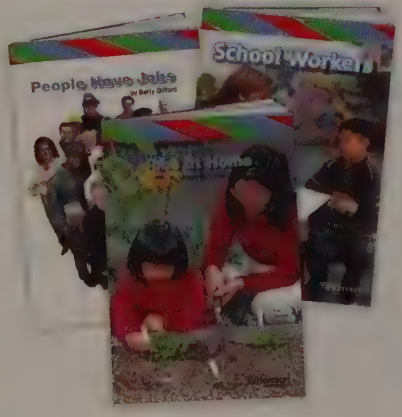
- Phonics
- High-Frequency Words
- Focus Skills

ADVANCED



- Phonics
- High-Frequency Words
- Focus Skills

ELL



- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Teaching suggestions for Leveled Readers can be found on pages T320–T323, T398–T401, T458–T461.

Leveled Readers System

- Leveled Readers
- Leveled Readers CD
- Leveled Readers Teacher Guides
  - Story Response
- Leveled Readers Assessment

TECHNOLOGY

Go online www.harcourtschool.com/storytown

- ✓ Leveled Readers, *online*
  Searchable by Genre, Skill, Vocabulary, Level, or Title
- ✓ Student Activities and Teacher Resources, *online*

Strategic Intervention Resource Kit

- Phoneme Phone
- Word Builder and Word Builder Cards
- Strategic Intervention Photo Cards
- Strategic Intervention Sound/Spelling Cards
- Sounds of Letters CD
- Strategic Intervention Teacher Guide
- Strategic Intervention Practice Book
- Strategic Intervention Practice Book Teacher Edition
- Strategic Intervention Teacher Resource Book
- Write-on/Wipe-off Boards with Phonemic Awareness Disks
- Strategic Intervention Assessment Book

ELL Extra Support Kit

- ELL Teacher Guide
- ELL Big Book
- Picture Card Collection CD-ROM
- ELL Copying Masters

Challenge Resource Kit

- Challenge Teacher Guide
- Challenge Book Packs
- Challenge Student Activities

INTENSIVE INTERVENTION PROGRAM

Intervention Station, Primary

GRADES K–3 Sets of intervention material providing targeted instruction in:

- Phonemic Awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency

Digital Classroom

to go along with your Print Program

GO online www.harcourtschool.com/storytown

FOR THE TEACHER

Prepare

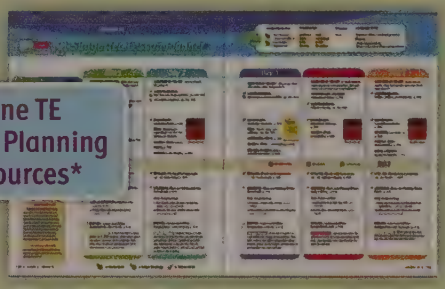
GO online Professional Development

PROFESSIONAL DEVELOPMENT

in the Online TE

Videos for Podcasting

Plan & Organize

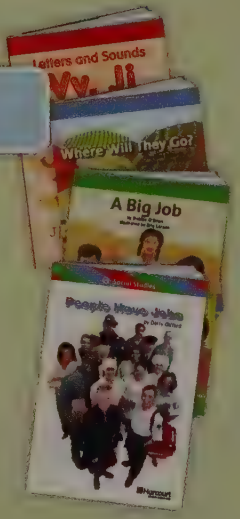


GO online Online TE and Planning Resources*

FOR THE STUDENT

Read

GO online Pre-decodable/ Decodable Books



GO online Leveled Readers

- BELOW-LEVEL
- ON-LEVEL
- ADVANCED

ELL

Practice & Apply

Splash into Phonics CD-ROM

** Also on CD-ROM*

Monitor Progress

Plan Ahead

to inform instruction for Theme 8

MONITOR PROGRESS

Looking back to Previous Assessments

IF performance was	THEN, in addition to core instruction, use these resources:
BELOW-LEVEL Reteach	• Below-Level Leveled Readers • Leveled Readers System • Strategic Intervention Resource Kit • Intervention Station, Primary
ON-LEVEL Reinforce	• On-Level Leveled Readers • Leveled Readers System • Practice Book, Theme 8
ADVANCED Extend	• Advanced-Leveled Readers • Leveled Readers System • Challenge Student Activities • Challenge Resource Kit

THEME 8 TESTED SKILLS

Tested

Domain	Skills
PHONEMIC AWARENESS	• Phoneme Blending • Phoneme Segmentation
PHONICS	• Consonant /v/*v* • Consonant /j/*j* • Consonant /y/*y* • Consonant /z/*z*
HIGH-FREQUENCY WORDS	• *are, they, she, good*

Kindergarten Assessments

✓ Theme 8 Test

Planning for Reading Success

Tested Skill	Teach/Model	Monitor Progress	Additional Support
DIBELS **PHONEMIC AWARENESS**			
• Phoneme Blending	Lesson 22, p. T259	Lesson 22, p. T259	Small-Group Instruction, p. S20
• Phoneme Segmentation	Lesson 23, p. T337	Lesson 23, p. T337	Small-Group Instruction, p. S26
• Phoneme Segmentation		Lesson 24, p. T415	Small-Group Instruction, p. S32
DIBELS **PHONICS**			
• Consonant /v/*v*	Lesson 22, p. T272	Lesson 22, p. T273	Small-Group Instruction, p. S21
• Consonant /j/*j*	Lesson 22, p. T302		
• Consonant /y/*y*	Lesson 24, p. T424	Lesson 24, p. T425	Small-Group Instruction, p. S33
• Consonant /z/*z*	Lesson 24, p. T440		
HIGH-FREQUENCY WORDS	Lessons 22–24, pp. T262, T288, T340, T366	Lessons 22–24, pp. T288, T366, T434	Small-Group Instruction, pp. S22, S28, S34
COMPREHENSION			
Main Idea	Lesson 22, p. T275	Lesson 22, p. T307; Lesson 23, p. T385	Small-Group Instruction, p. S23, S29

= Focus Skill

Review	Assess
Lesson 22, pp. T271, T285, T301, T311	Theme 8 Test
Lesson 23, pp. T349, T363, T379, T389	Theme 8 Test
Lesson 24, pp. T415, T423, T431, T439, T449	Theme 8 Test
Lesson 22, p. T312	Theme 8 Test
Lesson 22, p. T312; Lesson 23, pp. T364, T380, T381	Theme 8 Test
Lesson 24, p. T450	Theme 8 Test
Lesson 24, p. T450	
Lessons 22–24, pp. T274, T304, T314, T352, T382, T392, T418, T426, T434, T442, T452	Theme 8 Test
Lesson 22, p. T306; Lesson 23, pp. T341, T353, T384	Theme 9 Test

TEST PREP MINUTES

For early finishers, the beginning of class, or anytime:

- Have children draw and write about a family member's job.
- Have children draw and write about a job that helps the community.
- Have children draw and write about a school job that they like, such as line leader, door holder, or calendar helper.

Theme at a Glance

	LESSON 22 pp. T246–T323	LESSON 23 pp. T324–T401	LESSON 24 pp. T402–T461
• Phonemic Awareness	**PHONEME BLENDING**	**PHONEME SEGMENTATION**	**PHONEME SEGMENTATION**
• Phonics	**CONSONANT** /v/*v* **CONSONANT** /j/*j*	**WORD BUILDING**	**CONSONANT** /y/*y* **CONSONANT** /z/*z*
• Reading	Main Idea	Main Idea	Characters
• Comprehension	Generate Questions	Answer Questions	Monitor Comprehension: Make Inferences
• High-Frequency Words	**HIGH-FREQUENCY WORDS** *are, they*	**HIGH-FREQUENCY WORDS** *she, good*	**HIGH-FREQUENCY WORDS** Review *up, down, we, want, out, who, are, they, she, good*
• Robust Vocabulary	**ROBUST VOCABULARY** *protecting, volunteer, responsible, adore, melancholy, exquisite*	**ROBUST VOCABULARY** *appreciate, grace, host, lush, marvelous, constantly*	**ROBUST VOCABULARY** Review
Theme Writing	**Reading-Writing Connection**		Story, pp. T462–T469
• Writing	**WRITING FORM:** Dialogue **WRITING TRAIT:** Conventions	**WRITING FORM:** Story **WRITING TRAIT:** Ideas	**WRITING FORM:** Story **WRITING TRAIT:** Sentence Fluency

THEME 8

Theme Project
Career Day Speaker

= Focus Skill = Focus Strategy = Tested Skill

Theme Project

Career Day Speaker

Introduce

Tell children they are going to be talking about the jobs people do in this theme. Read aloud *Everybody Works*. Then brainstorm with children jobs people do in their community and list them on chart paper. Explain to children that they are going to have a guest come into their class to share what he or she does at work.

Prepare

- Invite a community helper to the classroom.
- Explain to children that they can use other people as a resource to answer questions and gather information. Have children brainstorm a list of "how" and "why" questions that they would like to ask the guest speaker. Write them on chart paper.

Share

After the community helper speaks, remind children to ask the questions they had prepared. Then have children write or dictate something they learned from the guest speaker. Have them draw a picture to illustrate it.

Materials

- chart paper
- crayons and markers
- paper

See **Project Ideas from The Bag Ladies,** pages 10–11.

School-Home Connection

Invite family members to come to the class and share their jobs with children. Remind children that they can get information about many different jobs and careers from people right in their own neighborhoods.

About the Authors and Illustrators

Shelley Rotner

Author/Photographer of *Everybody Works*

Shelley Rotner is an award-winning author and photo essayist. Her striking photographs often accompany the text in her books. She lives in Massachusetts with her husband and daughter.

Ken Kreisler

Author of *Everybody Works*

Ken Kreisler is an award-winning author who received a Notable Social Studies Trade Book award in 2004 for *Everybody Works*. Kreisler has worked as a yacht captain, a commercial fisherman, and a college professor. He has also completed a film script about whales.

Paul Meisel

Author/Illustrator of *Zara's Hats*

Paul Meisel has been an illustrator since 1980. Some of his projects have included art for *The New York Times* and illustrations in brochures. He lives with his wife Cheryl and their three sons in Connecticut. Meisel's interests include playing tennis and watching his sons play sports.

W. Nikola-Lisa

Author of *My Teacher Can Teach...Anyone!*

W. Nikola-Lisa was born in Jersey City, New Jersey. He is an award-winning author and an education professor at National-Louis University in Evanston, Illinois. He lives with his wife in Chicago.

Felipe Galindo

Illustrator of *My Teacher Can Teach...Anyone!*

Felipe Galindo was born in Mexico. He has worked as an illustrator, a cartoonist, and an animation artist. Galindo's work has appeared in renowned publications such as *The New Yorker, The New York Times,* and *Mad*. He and his wife live in New York City.

Rebecca Bond

Author/Illustrator of *Bravo, Maurice!*

Rebecca Bond lives in New York and is a first-grade teacher in Brooklyn. She grew up in Vermont and graduated from Brown University. She also studied illustration at the Rhode Island School of Design.

Recommended Reading

Below are suggestions for reading materials that will meet kindergarten children's diverse needs. Books that are on a child's level provide support for new skills. Advanced books give children an opportunity to stretch and challenge their reading potential. Read-aloud books are important because they expose children to story language and vocabulary.

BELOW-LEVEL

- **Florian, Douglas. *People Working.* HarperCollins, 1983.** Briefly describes where and how people work. *Award-Winning Author/Illustrator.*
- **Klein, Adria F. *Max Goes to the Dentist.* Picture Window, 2005.** Max visits the dentist to have his teeth checked and cleaned.

ON-LEVEL

- **Barton, Byron. *I Want to Be an Astronaut.* HarperCollins, 1991.** A young child wants to be an astronaut and goes on a mission into space. *ALA Notable Book;* New York Times *Best Illustrated Book; Outstanding Science Trade Book.*
- **Rex, Michael. *Firefighter.* Scholastic, 2003.** Illustrations and one-word sentences portray a group of firefighters as they respond to a call and save a store from being destroyed. *Award-Winning Author.*
- **Rockwell, Anne. *Career Day.* HarperCollins, 2000.** Each child in Mrs. Madoff's class brings a visitor who tells the group about his or her job. *Award-Winning Author.*

ADVANCED

- **Frost, Helen. *We Need School Bus Drivers.* Pebble, 2005.** Simple text and photographs describe the role of school bus drivers. *Award-Winning Author.*
- **Miller, Heather. *Zookeeper.* Heinemann, 2003.** Readers learn what zookeepers do all day, from feeding animals to cleaning enclosures.

READ ALOUD

- **Behnke, Alison. *Grocers.* Lerner, 2005.** In a community, grocers have many responsibilities; readers learn how food goes from supermarket shelves to stocked refrigerators.
- **Firestone, Mary. *Earning Money.* Capstone, 2004.** Simple text and photographs discuss how and why people earn money.
- **Kurtz, Jane. *Mister Bones: Dinosaur Hunter.* Fitzgerald, 2005.** Barnum Brown, a paleontologist, digs for dinosaur bones and makes great discoveries. *Award-Winning Author.*
- **Schmidt, Karen Lee. *Carl's Nose.* Harcourt, 2006.** Carl the weather dog, famous for his accurate prediction of bad weather, has to find a new sense of purpose when the climate in his mountain town of Grimsville changes from storms to sunshine.
- **Sobel, June. *B Is for Bulldozer: A Construction ABC.* Harcourt, 2006.** As children watch over the course of a year, builders construct a roller coaster using tools and materials that begin with each letter of the alphabet.

Lesson 22

WEEK AT A GLANCE

Phonemic Awareness
Phoneme Blending

Phonics
Consonants /v/*v*, /j/*j*

High-Frequency Words
are, *they*

Reading
Decodable Book 13: A Big Mess
Decodable Book 14: Van in a Jam

Literature
Big Book: *Everybody Works*
by Shelley Rotner and Ken Kreisler

Library Book: *Zara's Hats*
by Paul Meisel

Read-Aloud Anthology: "Caps for Sale"
by Esphyr Slobodkina

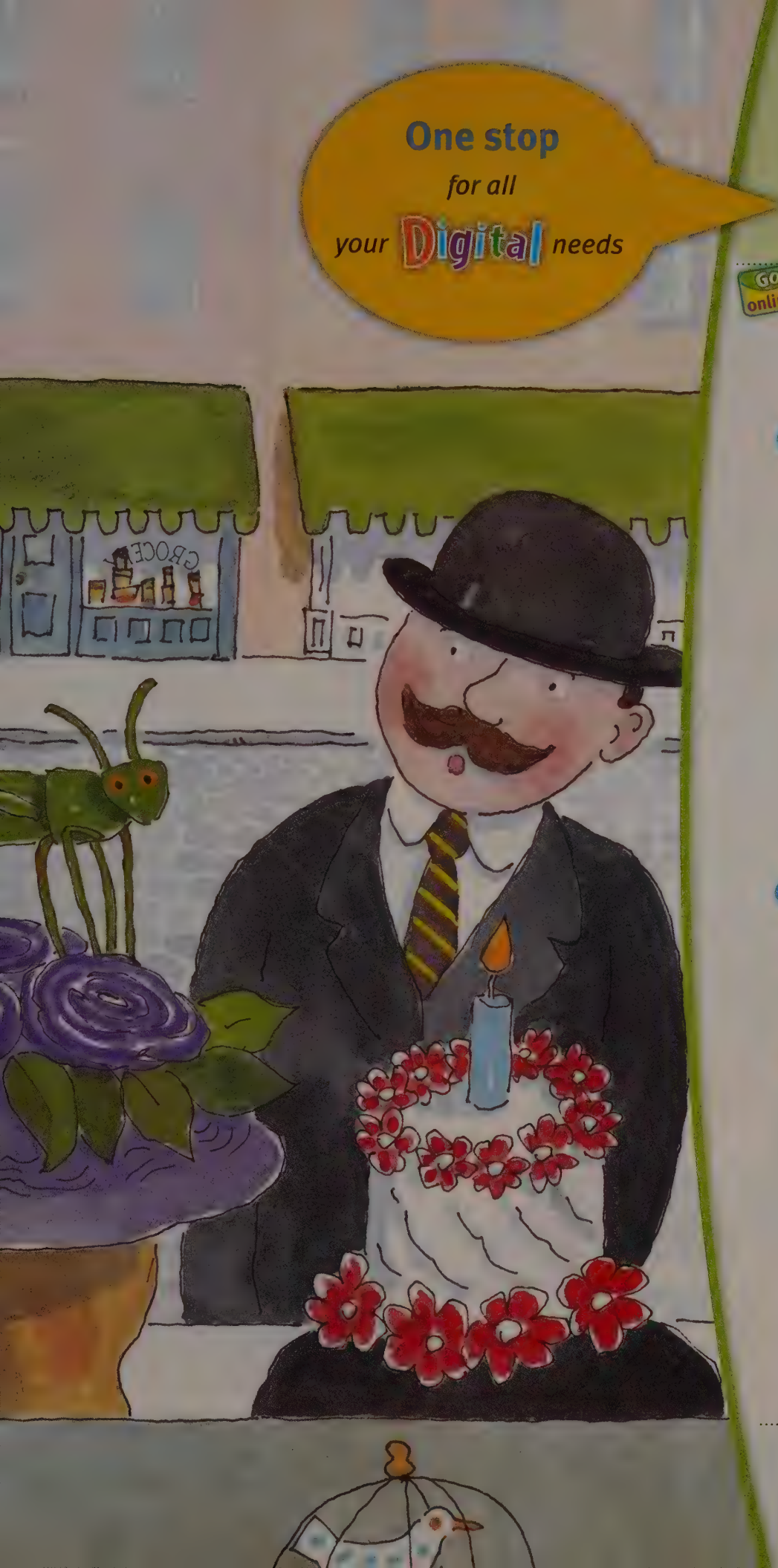
Comprehension
- Main Idea
- Generate Questions

Robust Vocabulary
protecting, volunteer, responsible, adore, melancholy, exquisite

Writing
Form: Dialogue

Trait: Conventions

= Focus Skill = Focus Strategy = Tested Skill



Lesson 22

Digital CLASSROOM

GO online www.harcourtschool.com/storytown

To go along with your print program

FOR THE TEACHER

Prepare

- GO online Professional Development *in the Online TE*
- Videos for Podcasting

Plan & Organize

- GO online Online TE & Planning Resources*

FOR THE STUDENT

Read

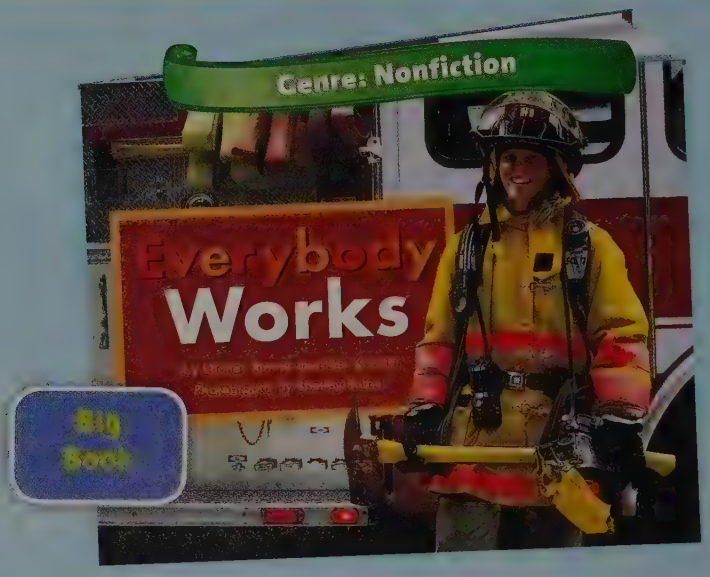
- GO online Leveled Readers

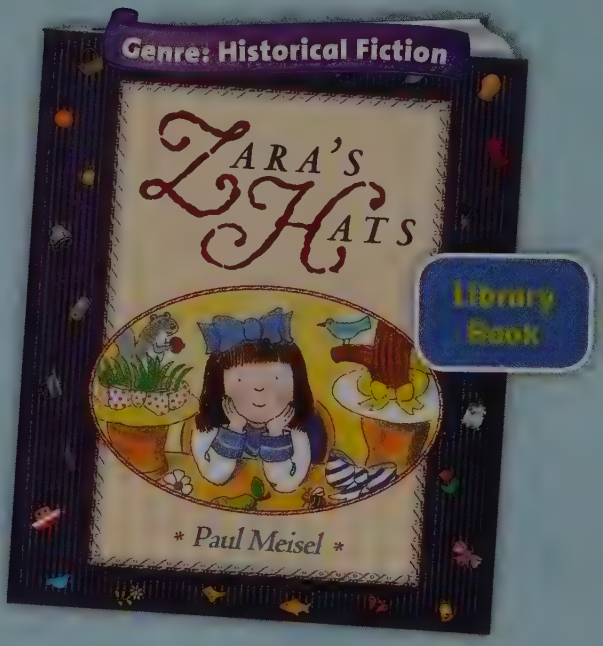
Practice & Apply

- Splash into Phonics CD-ROM

**Also available on CD-ROM*

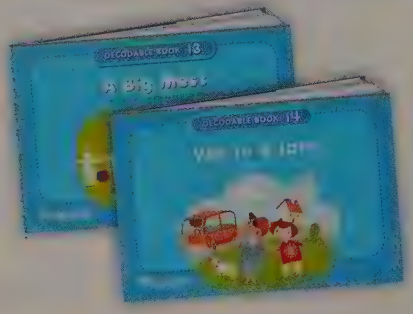
Literature Resources



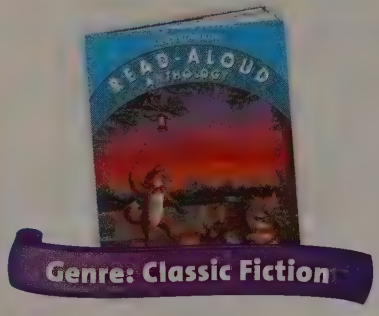


Audiotext *Big Book selections are available on Audiotext.*

ADDITIONAL READING



Decodable Books
A Big Mess
Van in a Jam

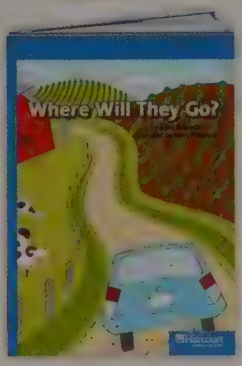


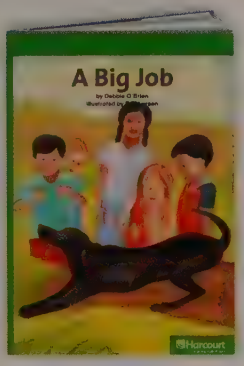
Read-Aloud Anthology
"Caps for Sale," pp. 62–65

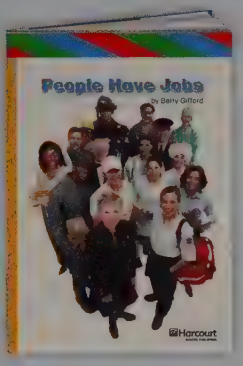
Big Book of Rhymes and Poems
"Here We Go 'Round the Mulberry Bush," p. 31
"Slippery Sam," p. 44

Support for Differentiated Instruction

GO online LEVELED READERS







● BELOW-LEVEL ● ON-LEVEL ● ADVANCED

E L L

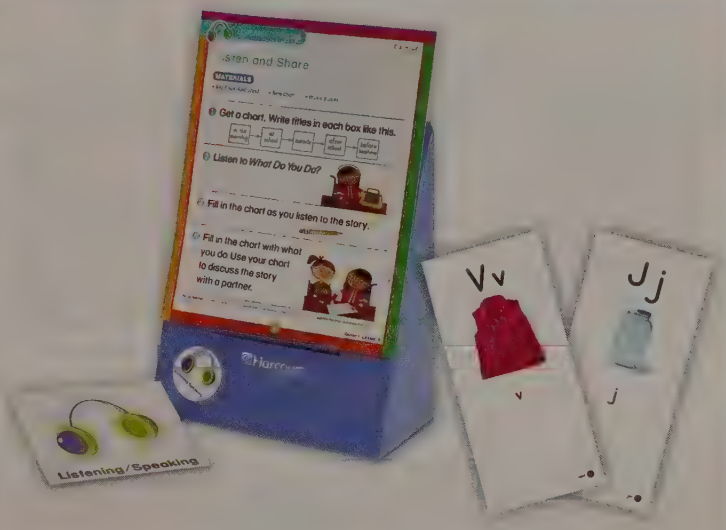
ADDITIONAL RESOURCES

◀ **Strategic Intervention Resource Kit, Lesson 22**

E L L

◀ **ELL Extra Support Kit, Lesson 22**

◀ **Challenge Resource Kit, Lesson 22**



- Literacy Center Kit
- Practice Book, pp. 4–11
- Phonics Practice Book, pp. 101–108
- Sound/Spelling Cards Vv and Jj
- Letter/Sound Rhymes Charts 21 and 22
- Photo Cards
- Alphabet Cards
- High-Frequency Word Cards
- Word Builders and Word Builder Cards
- Write-on/Wipe-off Boards

GO online Online TE & Planning Resources

90+ Minutes

Suggested Lesson Planner

	Day 1	Day 2
Step 1 Whole Group (20–60+ Minutes)		
Daily Routines • *Begin the Day* • *Oral Language Practice* • *Phonemic Awareness*	**BEGIN WITH A SONG,** p. T258 **ORAL LANGUAGE,** p. T258 **PHONEMIC AWARENESS,** p. T259 Phoneme Blending	**BEGIN WITH A POEM,** p. T270 **ORAL LANGUAGE,** p. T270 **PHONEMIC AWARENESS,** p. T271 Phoneme Blending
Word Work • phonics • *High-Frequency Words*	phonics, p. T260 Introduce: Consonant *Vv* **HIGH-FREQUENCY WORDS,** p. T262 Introduce: *are*	phonics, p. T272 Relate *Vv* to /v/ **HIGH-FREQUENCY WORDS,** p. T274 Review: *are*
Skills and Strategies • *Comprehension* • *Reading* • *Listening/Speaking Vocabulary*	**COMPREHENSION,** p. T263 Preview: Main Idea **READING,** p. T263 Big Book: *Everybody Works* ▲Big Book **BUILD ROBUST VOCABULARY,** p. T268 Introduce: *protecting, volunteer, responsible*	**COMPREHENSION,** p. T275 Introduce: Main Idea **READING,** p. T275 Big Book: *Everybody Works* ▲Big Book **BUILD ROBUST VOCABULARY,** p. T282 Review: *protecting, volunteer, responsible*
Step 2 Small Groups (45+ Minutes)	**Suggestions for Differentiated Instruction** *(See pp. T252–T253.)*	
Step 3 Whole Group (15–20+ Minutes) **Language Arts** • *Writing*	**MODELED WRITING,** p. T269 Introduce: Dialogue **WRITING TRAIT: Conventions** Writing Prompt *Write a question you would like to ask one of the workers in the Big Book.*	**SHARED WRITING,** p. T283 Review: Dialogue **WRITING TRAIT: Conventions** Writing Prompt *Draw and write about a favorite story character.*

= Focus Skill = Focus Strategy = Tested Skill

Skills at a Glance

phonics
- Consonants /v/*v*, /j/*j*

Comprehension
- Main Idea
- Generate Questions

Phonemic Awareness
- Phoneme Blending

Vocabulary

HIGH-FREQUENCY: *are*, *they*

ROBUST: *protecting, volunteer, responsible, adore, melancholy, exquisite*

Day 3

BEGIN WITH A SONG, p. T284

ORAL LANGUAGE, p. T284

PHONEMIC AWARENESS, p. T285
Phoneme Blending

phonics, p. T286
Introduce: Consonant *Jj*

HIGH-FREQUENCY WORDS, p. T288
Introduce: *they*

COMPREHENSION, p. T289
Review: Generate Questions

READING, p. T289
Library Book: *Zara's Hats*

▲Library Book

BUILD ROBUST VOCABULARY, p. T298
Introduce: *adore, melancholy, exquisite*

SHARED WRITING, p. T299
Review: Dialogue

WRITING TRAIT: Conventions

Writing Prompt *Write and draw about a hat you might make if you worked in Zara's shop.*

Day 4

BEGIN WITH A GAME, p. T300

ORAL LANGUAGE, p. T300

PHONEMIC AWARENESS, p. T301
Phoneme Blending

phonics, p. T302
Relate *Jj* to /j/

HIGH-FREQUENCY WORDS, p. T304
Review: *are*, *they*

READING, p. T304
Decodable Book 13: *A Big Mess*

▲Decodable Book 13

COMPREHENSION, p. T306
Review: Main Idea

READING, p. T306
Library Book: *Zara's Hats*

▲Library Book

BUILD ROBUST VOCABULARY, p. T308
Review: *adore, melancholy, exquisite*

INDEPENDENT WRITING, p. T309
Review: Dialogue

WRITING TRAIT: Conventions

Writing Prompt *Write a question you would like to ask a friend. Draw a picture to go with the question.*

Day 5

BEGIN WITH A RHYME, p. T310

ORAL LANGUAGE, p. T310

PHONEMIC AWARENESS, p. T311
Phoneme Blending

phonics, p. T312
Review /v/*v*, /j/*j*

HIGH-FREQUENCY WORDS, p. T314
Review: *are*, *they*

READING, p. T314
Decodable Book 14: *Van in a Jam*

▲Decodable Book 14

COMPREHENSION, p. T316
Review: Generate Questions

READING, p. T316
Read-Aloud Anthology: "Caps for Sale"

▲Read-Aloud Anthology

BUILD ROBUST VOCABULARY, p. T318
Review: *protecting, volunteer, responsible, adore, melancholy, exquisite*

INDEPENDENT WRITING, p. T319
Review: Dialogue

WRITING TRAIT: Conventions

Writing Prompt *Write and draw about anything you would like.*

BELOW-LEVEL ON-LEVEL ADVANCED ELL

Suggested Small-Group Planner

45-60+ Minutes

	Day 1	Day 2
BELOW-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reteach Phoneme Blending, p. S20 **Independent** Listening/Speaking Center, p. T256	**Teacher-Directed** phonics: Reteach Consonants /v/*v*, /j/*j*, p. S21 **Independent** Writing Center, p. T257
ON-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reinforce Phoneme Blending, p. S20 **Independent** Writing Center, p. T257	**Teacher-Directed** phonics: Reinforce Consonants /v/*v*, /j/*j*, p. S21 **Independent** Reading Center, p. T256
ADVANCED (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Extend Phoneme Blending, p. S20 **Independent** Reading Center, p. T256	**Teacher-Directed** phonics: Extend Consonants /v/*v*, /j/*j*, p. S21 **Independent** Word Work Center, p. T257
ELL (15-20+ Minutes) **English-Language Learners** *In addition to the small-group instructions above, use the ELL Extra Support Kit to promote language development.*	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 1	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 2
Intervention	Strategic Intervention TG, pp. 254–255 Strategic Intervention Practice Book, p. 108	Strategic Intervention TG, pp. 256–257 Strategic Intervention Practice Book, p. 109

▲ Strategic Intervention Resource Kit

= **Literacy Center Cards**

MONITOR PROGRESS
Small Group Instruction

Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Robust Vocabulary
Phoneme Blending *p. S20*	Consonants /v/*v*, /j/*J* *p. S21*	*are*, *they* *p. S22*	Main Idea *p. S23*	*protecting, volunteer, responsible, adore, melancholy, exquisite* *pp. S24–S25*

Day 3

Teacher-Directed
High-Frequency Words: Reteach, p. S22

Independent
Word Work Center, p. T257

Teacher-Directed
High-Frequency Words: Reinforce, p. S22

Independent
Listening/Speaking Center, p. T256

Teacher-Directed
High-Frequency Words: Extend, p. S22

Independent
Letters and Sounds Center, p. T257

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 3

Strategic Intervention TG, pp. 258–261
Strategic Intervention Practice Book, p. 110

Day 4

Teacher-Directed
Comprehension: Main Idea
Reteach the Skill, p. S23
Leveled Readers: Before Reading/ Reading the Book, p. T320

Independent
Letters and Sounds Center, p. T257

▲ Leveled Reader

Teacher-Directed
Comprehension: Main Idea
Reinforce the Skill, p. S23
Leveled Readers: Before Reading/ Reading the Book, p. T321

Independent
Word Work Center, p. T257

▲ Leveled Reader

Teacher-Directed
Comprehension: Main Idea
Extend the Skill, p. S23
Leveled Readers: Before Reading/ Reading the Book, p. T322

Independent
Listening/Speaking Center, p. T256

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 4
Leveled Readers: Before Reading/ Reading the Book, p. T323

▲ Leveled Reader

Strategic Intervention TG, pp. 262–263
Strategic Intervention Practice Book, p. 111

Day 5

Teacher-Directed
Robust Vocabulary:
Reteach Vocabulary, p. S24

Independent
Reading Center, p. T256
Leveled Readers: Connect Sounds to Letters, p. T320

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Reinforce Vocabulary, p. S25

Independent
Letters and Sounds Center, p. T257
Leveled Readers: Respond, p. T321

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Extend Vocabulary, p. S25

Independent
Writing Center, p. T257
Leveled Readers: Respond, p. T322

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 5

Independent
Leveled Readers: Reread for Fluency, p. T323

▲ Leveled Reader

Strategic Intervention TG, pp. 264–265
Strategic Intervention Practice Book, p. 112

Leveled Readers & Leveled Practice

Reinforcing Skills and Strategies

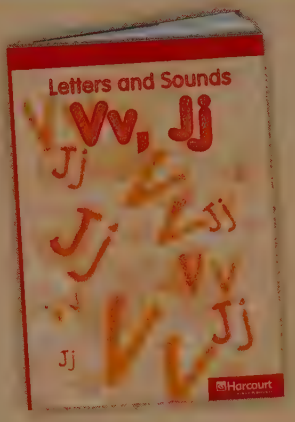
LEVELED READERS SYSTEM

- **Leveled Readers**
- **Leveled Readers CD**
- **Leveled Reader Teacher Guides**
  - *Story Response*
  - *Comprehension*
  - *High-Frequency Words*
- **Leveled Readers Assessment**

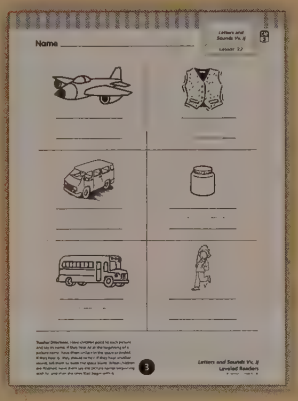
See pages T320–T323 for lesson plans.

For extended lesson plans, see *Leveled Reader Teacher Guides*.

BELOW-LEVEL

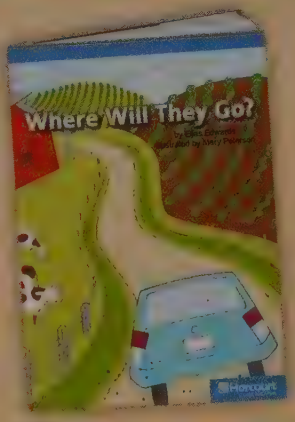


- Label Book
- phonics: Consonants /v/*v*, /j/*j*

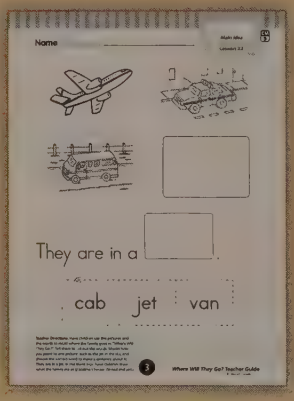


▲ Leveled Reader Teacher Guide, p. 3

ON-LEVEL



- phonics: Consonants /v/*v*, /j/*j*
- High-Frequency Words: *are*, *they*
- Main Idea



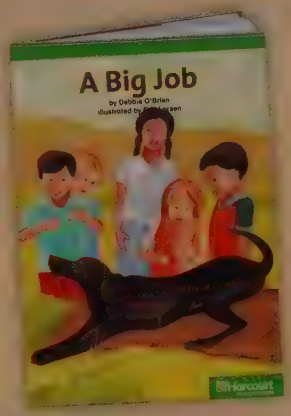
▲ Leveled Reader Teacher Guide, p. 3

www.harcourtschool.com/storytown

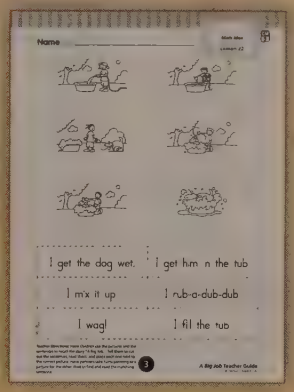
GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title
★ Student Activities and Teacher Resources, online

ADVANCED

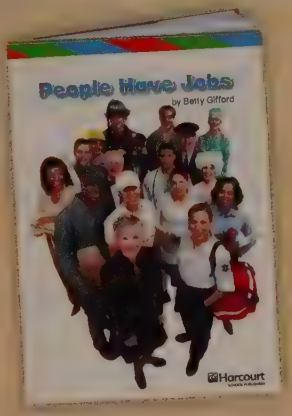


- phonics: Consonants /v/*v*, /j/*j*
- High-Frequency Words: *are*, *they*
- Main Idea



▲ Leveled Reader Teacher Guide, p. 3

ELL



- Strong Picture Support
- Concept Vocabulary
- Theme-Related

▲ Leveled Reader Teacher Guide, p. 3

MANAGING THE CLASSROOM While you provide instruction to small groups or conference with individuals, other children can work on literacy center activities.

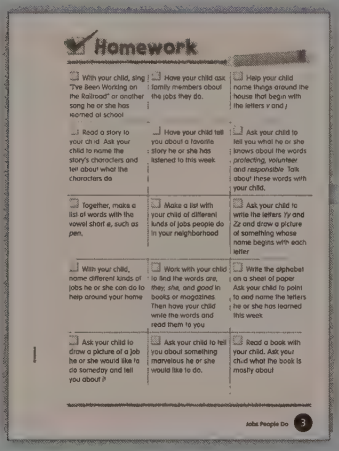
Literacy Centers

15 Min. each

Management Support

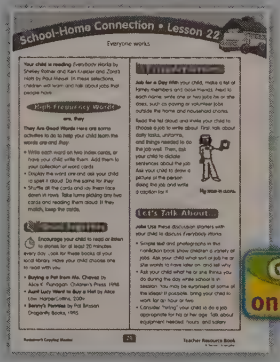
▲ Literacy Centers Pocket Chart

Homework for the Week



▲ Practice Book, p. 3

The Homework Copying Master provides activities to complete for each day of the week.



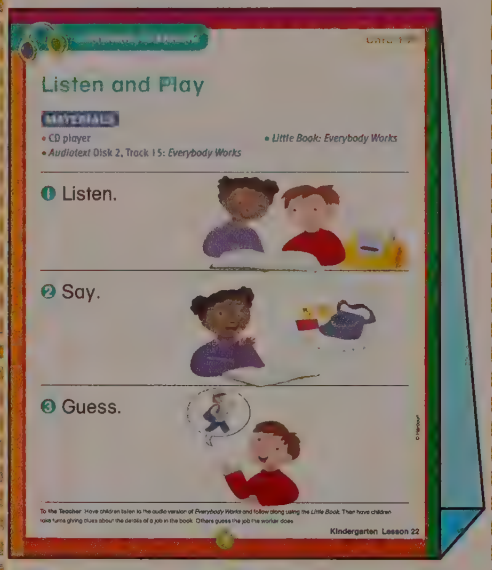
◀ Teacher Resource Book, p. 26

GO online

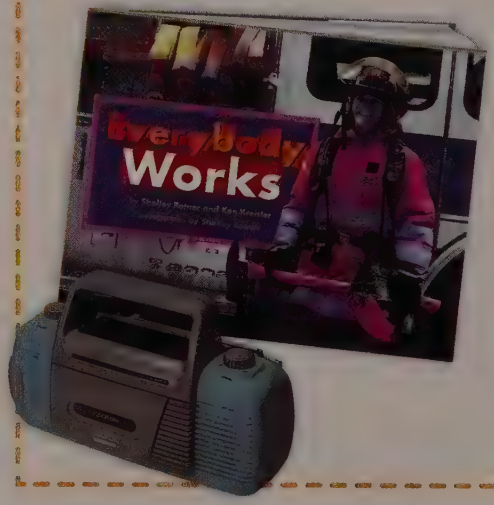
LISTENING/SPEAKING

Listen and Play

Objective
To listen to a story and give clues about its details



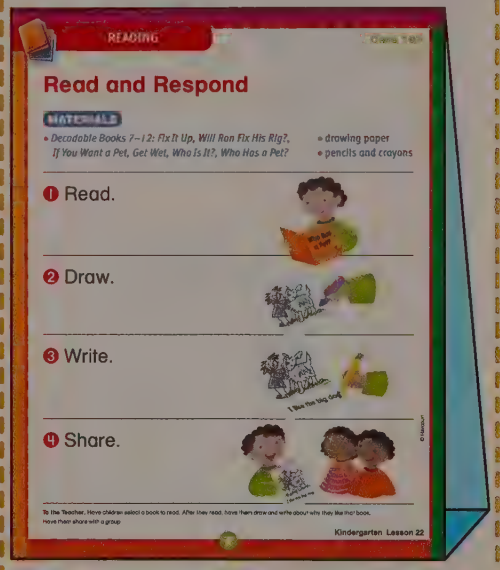
Literacy Center Kit • Card 106



READING

Read and Respond

Objective
To read and write about a story


READING
Read and Respond
MATERIALS
• Decodable Books 7–12: Fix It Up, Will Ron Fix His Rig?, If You Want a Pet, Get Wet, Who Is It?, Who Has a Pet?
• drawing paper
• pencils and crayons
1 Read.
2 Draw.
3 Write.
4 Share.
Kindergarten Lesson 22

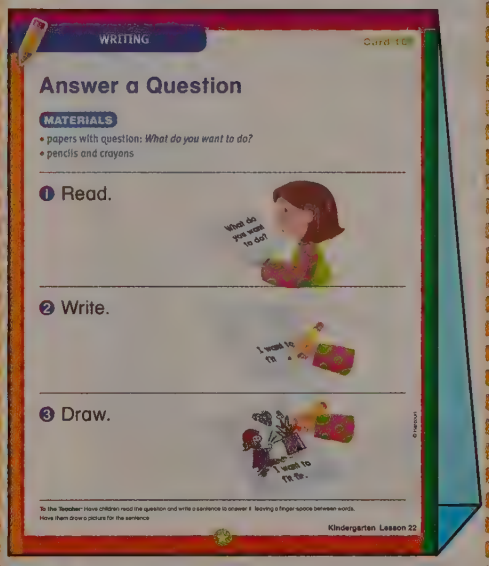
Literacy Center Kit • Card 107

Go online
www.harcourtschool.com/storytown
★ Additional Literacy Center Activities
★ Resources for Parents and Teachers
Differentiated for Your Needs

WRITING

Answer a Question

Objective
To write an answer to a question

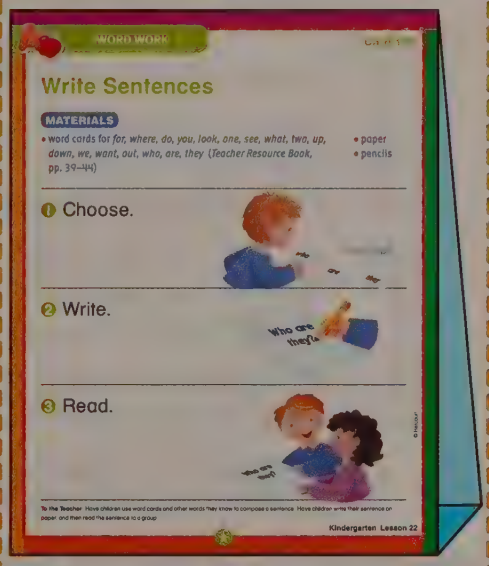


Literacy Center Kit • Card 108

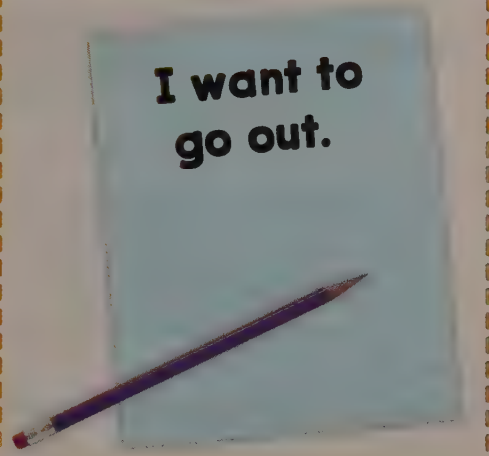
WORD WORK

Write Sentences

Objective
To write sentences, using high-frequency words


WORD WORK
Write Sentences
MATERIALS
• word cards for for, where, do, you, look, one, see, what, two, up, down, we, want, out, who, are, they (Teacher Resource Book, pp. 39–44)
• paper
• pencils
❶ Choose.
❷ Write.
❸ Read.
Kindergarten Lesson 22

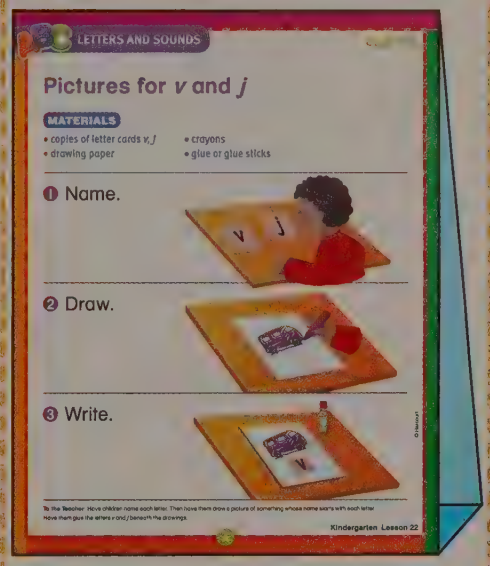
Literacy Center Kit • Card 109



LETTERS AND SOUNDS

Pictures for *v* and *j*

Objective
To relate Vv *to /v/ and* Jj *to /j/*



Literacy Center Kit • Card 110

Warm-Up Routines

Day at a Glance

Day 1

Phonemic Awareness
- Phoneme Blending

phonics
- Introduce: Consonant Vv

High-Frequency Words
- Introduce: *are*

Reading
- Read Aloud: *Big Book Everybody Works*

▲ Everybody Works

Comprehension
Focus Skill
Preview: Main Idea

Robust Vocabulary
- Introduce: *protecting, volunteer, responsible*

Writing
- Modeled Writing: Dialogue

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Ask children if any of them have taken a ride on a railroad train. Invite volunteers to tell about the sights, sounds, and smells they recall from the trip. Then ask children to listen carefully as you sing "I've Been Working on the Railroad," or play the song on the *Music CD*. Sing the song a few times, encouraging children to join in.

I've Been Working on the Railroad

I've been working on the railroad
All the live long day.
I've been working on the railroad,
Just to pass the time away.
Can't you hear the whistle blowing?
Rise up so early in the morn.
Can't you hear the captain shouting?
Dinah, blow your horn.

Oral Language

Objective *To participate in a conversation*

TALK ABOUT JOBS Invite children to brainstorm jobs that workers might have on a train, such as driving the engine, serving food, and collecting passengers' tickets. If possible, arrange chairs in rows with an aisle down the middle and let small groups of children act out passengers and workers on a train.

Phonemic Awareness

Phoneme Blending Tested

Review

Routine Card 1

BLEND SOUNDS Remind children that they can blend individual sounds to say words. Model an example.

Think Aloud **Listen as I say these sounds: /r/ /u/ /n/. I will say the sounds again, blending the sounds: /rruunn/. Now I will blend the sounds to say the word: *run*.**

Have children blend these sounds and say the word: **/p/ /o/ /t/.**

Practice/Apply

INDEPENDENT PRACTICE Say the following sounds in words. Have children repeat the sounds and blend the sounds to say the words.

/d/ /i/ /g/ (dig)	/f/ /u/ /n/ (fun)	/s/ /a/ /d/ (sad)
/b/ /a/ /k/ (back)	/l/ /e/ /t/ (let)	/r/ /i/ /p/ (rip)
/n/ /o/ /d/ (nod)	/t/ /o/ /p/ (top)	/p/ /a/ /n/ (pan)
/k/ /o/ /t/ (cot)	/r/ /u/ /t/ (rut)	/w/ /i/ /g/ (wig)
/h/ /a/ /d/ (had)	/p/ /i/ /n/ (pin)	/y/ /e/ /s/ (yes)
/b/ /e/ /t/ (bet)	/l/ /o/ /g/ (log)	/n/ /a/ /p/ (nap)
/f/ /i/ /n/ (fin)	/k/ /a/ /t/ (cat)	/g/ /u/ /m/ (gum)
/p/ /e/ /g/ (peg)	/h/ /u/ /m/ (hum)	/w/ /e/ /t/ (wet)

Objective

- *To blend sounds and say words*

BELOW-LEVEL

Model the Task Say /d/ /i/ /g/ a few times fast. Then have children repeat the sounds after you quickly to say the word.

Professional Development

Podcasting: Phoneme Blending

MONITOR PROGRESS

Phonemic Awareness

IF	THEN
children cannot blend sounds to say words,	begin by saying two sounds: /i/ /t/, and have children repeat them. Blend the sounds /iit/ and have children repeat them. Then say the word and have children repeat it.

Small-Group Instruction, p. S20:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Consonant *Vv*

phonics Tested

Objectives

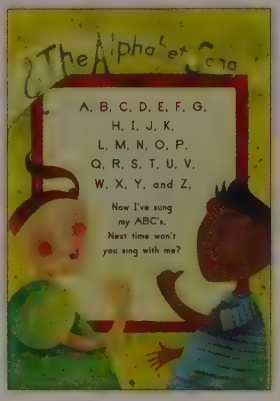
- *To recognize* V *and* v
- *To write uppercase and lowercase* Vv *independently*

Materials

- *Big Book of Rhymes and Poems*, p. 4
- *Music CD*
- *Sound/Spelling Card Vv*
- *Tactile Letter Cards: V, v*
- pencils
- lined paper
- drawing paper

Start with a Song

SING "THE ALPHABET SONG" Display "The Alphabet Song" in the *Big Book of Rhymes and Poems*. Play the *Music CD*, and invite children to sing along with you. Point to each letter as it is mentioned. Then have children name and identify the letters of the alphabet.



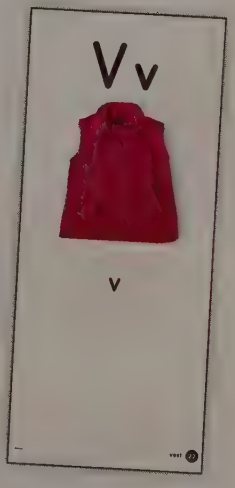
▲ **Big Book of Rhymes and Poems, p. 4**

Teach/Model

DIBELS Letter Naming Fluency LNF

Hold up *Sound/Spelling Card Vv*. Say: **This is the letter *v*. Say the name with me.**

- Point to the uppercase *V*. **This is the uppercase *V*.**
- Point to the lowercase *v*. **This is the lowercase *v*.**
- Point again to the *Sound/Spelling Card*. **What is the name of this letter?**
- Point to the *V* in "The Alphabet Song." **What is the name of this letter?**
- Display *Tactile Letter Cards V* and *v*. Pass around the cards, letting children trace the letters with a finger. Have children identify *V* and *v*.



▲ **Sound/Spelling Card Vv**

5-DAY PHONICS

DAY 1	Introduce *Vv*
DAY 2	Relate *Vv* to /v/
DAY 3	Introduce *Jj*
DAY 4	Relate *Jj* to /j/
DAY 5	Review /v/*v*, /j/*j*

Handwriting

WRITING *V* and *v* Write uppercase *V* and lowercase *v* on the board. Point to the uppercase *V*. **What letter is this?**

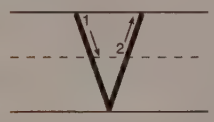
Point to the lowercase *v*. **What letter is this?**

Think Aloud **Watch as I write the letter *V* so that everyone can read it.**

As you give the Letter Talk, trace the uppercase *V*. Use the same modeling procedure for the lowercase *v*.

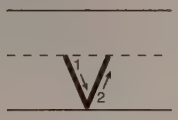
Letter Talk for V

Straight line down slant right, straight line up slant right.



Letter Talk for v

Straight line down slant right.
Straight line up slant right.



D'Nealian handwriting models are on pages R12–R13.

Practice/Apply

GUIDED PRACTICE Have children finger-write the uppercase *V* in the air as you repeat the Letter Talk. Have them write the letter several times on lined paper. Then repeat the process for the lowercase *v*.

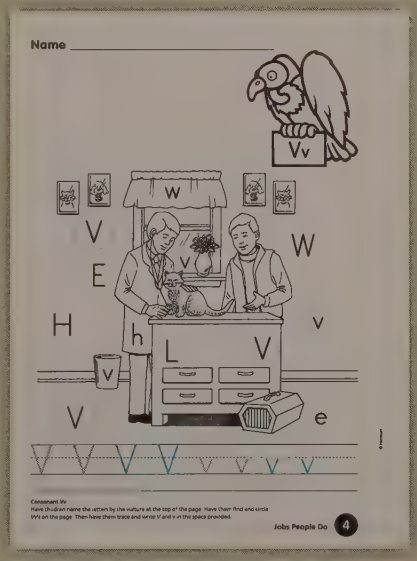
INDEPENDENT PRACTICE Distribute drawing paper and have children print *Vv*'s across the page. Then have them circle their best *V* and *v*. Remind children to write the letters using proper form and spacing.

BELOW-LEVEL

Provide Support Guide each child in writing the letter. Put your hand over the child's hand and write the letter with him or her. Then have the child try it alone.

Phonics Resources

Phonics Practice Book, pp. 101–102



▲ Practice Book, p. 4

High-Frequency Words

Introduce: are Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: are, here, my, this, what*
- copies of word cards *are, here, my, this,* and *what, Teacher Resource Book,* pp. 35, 38, 41, 44

ELL

Answer a Question Display *High-Frequency Word Card are* and read it with children. Ask the question: *Who are you?* Call on a volunteer to answer in a complete sentence: *I am* ____. Continue in the same way so that all children have a turn.

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *are* on the board.

- Point to and read *are*. Have children say it with you.
- Say: **You *are* my friend.**
- Display the *High-Frequency Word Card are*. Say **are.**
- Spell the word for children. Have them spell the word.
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.

Practice/Apply

GUIDED PRACTICE Distribute a word card *are* (*Teacher Resource Book,* page 44) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *are*, they should say the word and point to it on their card. Hold up the *High-Frequency Word Cards are, here, what, my,* and *this* until children consistently identify the word *are*.

INDEPENDENT PRACTICE Have partners work with a set of word cards for the words *are, here, what, my,* and *this* (*Teacher Resource Book,* pp. 35, 38, 41, 44). Children take turns choosing a word card, spelling the word, and reading it.

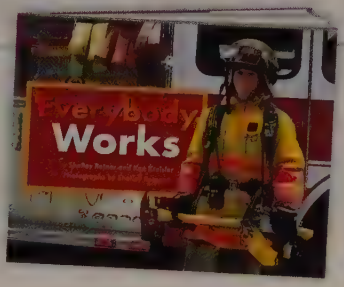
Comprehension

Read Aloud

Before Reading

Routine Card 17

PREVIEW THE BOOK Invite children to preview *Everybody Works*. Have them locate the book's title and the author and photographer names. Ask what an author does and what a photographer does. Then read the title and page through the book. Help children use pictures and print, including environmental print, to answer questions and gather information.



▲ **Big Book** *Everybody Works*

Ask children: **Is this a story or an information book? How do you know?** Turn to page 5 and model how to get information. Say: **I look at each picture and ask myself: What work is this person doing? The pictures help me learn about different jobs.**

BUILD BACKGROUND/SET PURPOSE Explain that this book is about different kinds of jobs. Ask:

- **What kind of worker is on the front cover?** (a firefighter)
- **What does a firefighter do?** (puts out fires, rescues people)
- **What other jobs do you know about?**

Remind children that there are many reasons to listen to a story, such as for enjoyment, to learn new things, or to find out what happens to the characters. Model how to set a purpose for reading.

Think Aloud **Fighting fires is one kind of work. I wonder what other kinds of work this book will tell about. I'll read to find out.**

Invite children to establish their own purpose for listening.

Focus Skill **PREVIEW THE SKILL: Main Idea** Explain that the main idea of a book is what the book is mostly about. Tell children that the main idea of this book is that people have jobs.

Read Aloud

MODEL FLUENT READING Read *Everybody Works* aloud, tracking the print. Point out that some sentences run across pages.

Objective

- *To listen to and respond to a story*

Materials

- *Big Book: Everybody Works*

Daily Comprehension

Focus Skill **Main Idea**

Focus Strategy **Generate Questions**

DAY 1:	**Preview Main Idea** ***Big Book***
DAY 2:	Introduce Main Idea *Big Book*
DAY 3:	Review Generate Questions *Library Book*
DAY 4:	Review Main Idea *Library Book*
DAY 5:	Review Generate Questions *Read-Aloud Anthology*

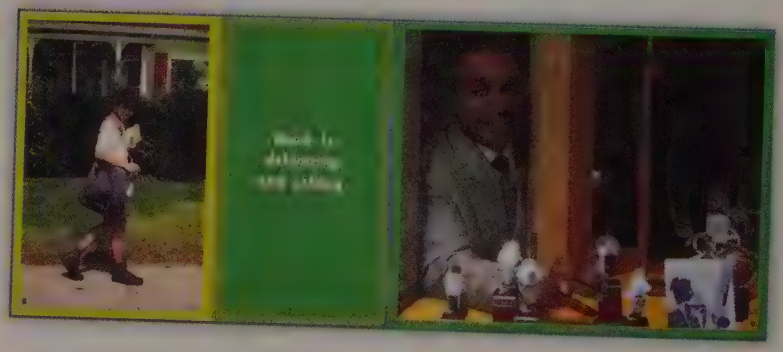
TECHNOLOGY

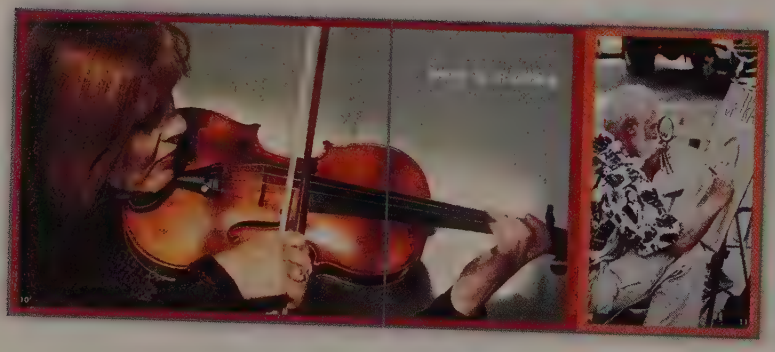
Audiotext *Everybody Works* is available on Audiotext.

Everybody

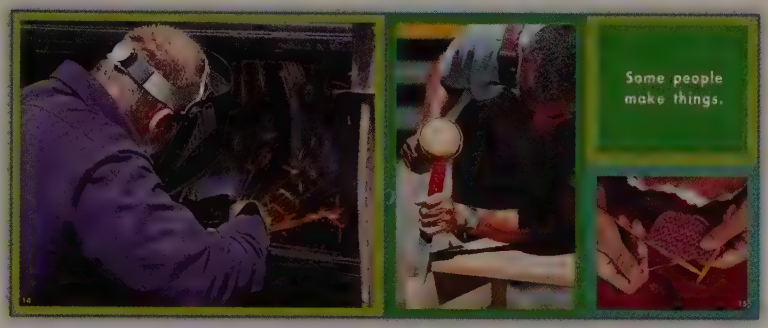
Everybody works in different ways.

Work is caring and protecting.



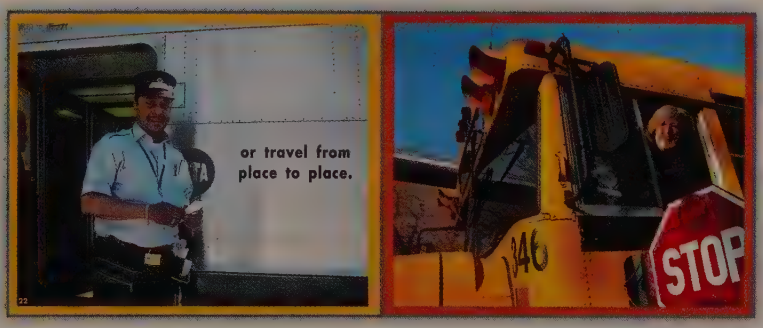


and building,
and fixing.


Some people
make things.

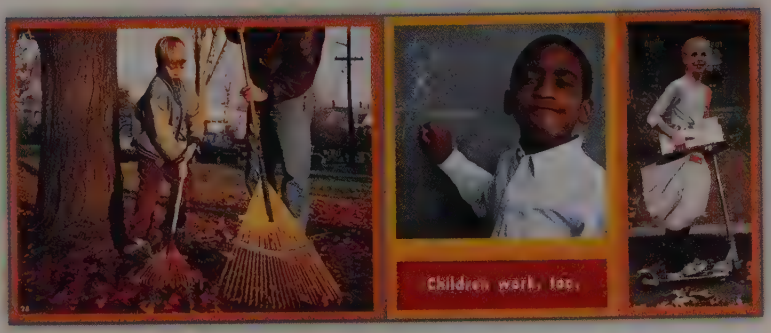
Some people grow things,
or cook the food we eat.

Others work outside.


or travel from
place to place.
STOP

Some work
to earn money.

Sometimes work is a hobby—just for fun.


Children work, too.

Even animals work.

Everybody works.
What about you?

Respond to Literature

REFLECT ON THE STORY Ask the following questions to discuss children's impressions of the story.

- **What did you learn from this book?** (Possible response: People do many different kinds of work.)
- **What is a job you would like to do someday? Why?** (Responses will vary.)

Focus Skill **MAIN IDEA** **What is the main idea of this book?** (People and animals have jobs.)

DRAW A PICTURE Ask children to draw the kind of work they would like to do. Have children write a note about their illustration.

GATHER INFORMATION Point out to children that they can use other people as a resource to answer questions and gather information. Have children choose a grown-up they know to ask about his or her work. Help them plan a time when they can ask their questions. Encourage children to share what they learn with the class.

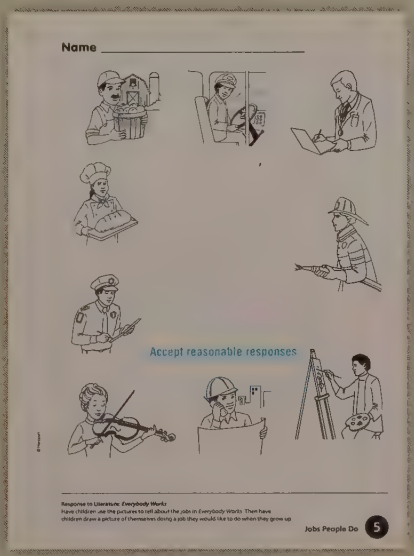
Focus on Print Concepts

LETTER HUNT Display the cover of the *Big Book Everybody Works*. Remind children that they have learned about the letter *v*. Ask: **Who can point to a word in the title that has the lowercase letter *v*?** (Everybody) Invite children to find the letter on pages in the book. (pages 5, 8, 22, 25, 31, 32)

▲ Big Book *Everybody Works*

ELL

Act It Out Invite children to choose a photograph in the book and pantomime the kind of work being done. As children act it out, name and describe what they are doing: **Marcel is a cook. He is making food for people to eat.**



▲ Practice Book, p. 5

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objective

- *To develop robust vocabulary through discussing literature*

INTRODUCE

Student-Friendly Explanations

protecting When you are *protecting* something, you are keeping it safe.

volunteer If you *volunteer*, you offer to help do work without getting paid.

responsible Someone who is *responsible* for something is given the job of taking care of it.

E L L

Explain Usage Help children understand the idea of being responsible. Display the classroom job chart and help children identify the jobs and the child who is responsible for each one.

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1. **Selection Context:** In the book, police officers have the job of **protecting** people.
4. **Interact with Word Meaning:** Do you think police officers might protect you from a traffic accident or from a sunburn?

1. **Selection Context:** Some people in the book **volunteer** to help others.
4. **Interact with Word Meaning:** Some crossing guards volunteer to keep children safe. Some people who work at museums volunteer. Does anyone know someone who volunteers their time?

1. **Selection Context:** The people in the book are **responsible** for getting their jobs done.
4. **Interact with Word Meaning:** A vet is responsible for helping sick animals. Would a doctor be responsible for putting out fires or for helping sick people?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Pantomime how lifeguards protect people at the beach.
- Act out the job of a volunteer crossing guard.
- Describe a job they are responsible for at home.

Modeled Writing

Dialogue

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Shared Writing
DAY 5	Independent Writing

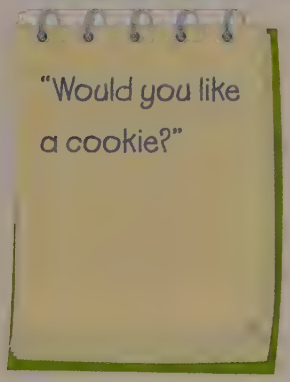
Teach/Model

TALK ABOUT DIALOGUE Tell children that some stories have words that the characters say to each other. Explain that the words spoken by the characters are called dialogue.

WRITE DIALOGUE Display page 17 from the *Big Book Everybody Works* and point to the photograph of the baker. Tell children that you are going to write some words that the baker might say.

Think Aloud

- **First, I will think about what the baker might say. Who has an idea?**
- **Then I will write the words in a speech balloon.** Draw a speech balloon and print the dialogue inside it. Then hold the speech balloon above the baker's head and read the words aloud.



WRITING TRAIT

CONVENTIONS Show children an example of dialogue in a familiar storybook. Point out the quotation marks, and explain that these marks tell a reader that a character in the story is speaking.

Practice/Apply

SUGGEST DIALOGUE Invite children to suggest dialogue for other photographs in the *Big Book*. Write their ideas on chart paper.

Share

ACT OUT DIALOGUE Read the dialogue that children suggested. Encourage partners to role-play some of the workers and repeat what they might say.

Objectives

- *To understand what dialogue is*
- *To write dialogue*

Materials

- *Big Book: Everybody Works*
- chart paper
- marker
- paper
- pencils

Writing Prompt

Write a Question Have children write a question they would like to ask one of the workers in the *Big Book*.

BELOW-LEVEL

Emphasize Expression Display page 18 in the *Big Book* and ask a volunteer to role-play a telephone conversation with you. Point out that people use expression to help others know how they are feeling.

Day at a Glance

Day 2

Phonemic Awareness
- Phoneme Blending

phonics
- Relate *Vv* to /v/

High-Frequency Words
- Review: *are*

Reading
- *Big Book: Everybody Works*

▲ Everybody Works

Comprehension
Focus Skill

- Introduce: Main Idea

Robust Vocabulary
- Review: *patrolling, volunteer, responsible*

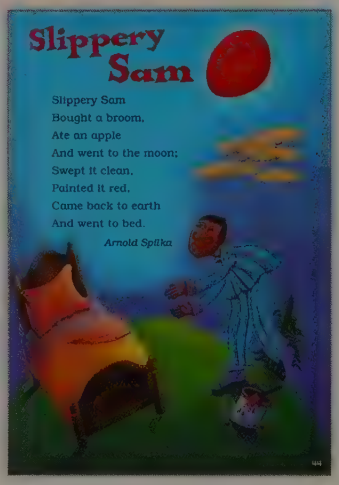
Writing
- Shared Writing: Dialogue

Warm-Up Routines

Begin with a Poem

Objective *To recite a poem*

RECITE A POEM Ask children to imagine they are on the moon. Have several volunteers describe how it might be different from Earth. Then tell children you will read a poem about someone named Slippery Sam, who does an imaginary job on the moon. Display page 44 of the *Big Book of Rhymes and Poems* and invite children's comments about the illustration. Then recite the poem several times, encouraging children to join in. Point out that paying attention to the rhythm and rhyme of the poem will help them learn it.



▲ Big Book of Rhymes and Poems, p. 44

Oral Language

Objective *To share ideas*

DISCUSS THE POEM Reread the poem "Slippery Sam." Use these questions to help children demonstrate their interpretation and understanding of it. Ask:

- **What does Slippery Sam do on the moon?**
- **Why do you think the author wrote this poem?**
- **What question would you like to ask Slippery Sam?**

Phonemic Awareness

Phoneme Blending Tested

Review

BLEND SOUNDS Remind children that they can blend individual sounds to say words. Model an example for children.

Think Aloud **Listen as I say these sounds: /s/ /i/ /t/. Now I will blend the sounds to say the word: *sit*.**

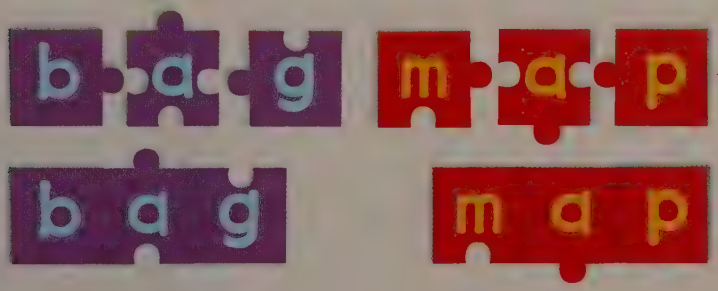
Have children blend these sounds and say the word: /r/ /e/ /d/.

Practice/Apply

INDEPENDENT PRACTICE Use the following rhyme to have children blend sounds and say the words.

Say these sounds in a cheer,
Then tell me: What's the word you hear?
/h/ /e/ /n/. (hen)

/v/ /a/ /n/ (van)	/b/ /o/ /ks/ (box)	/kw/ /i/ /z/ (quiz)
/h/ /i/ /m/ (him)	/t/ /a/ /k/ (tack)	/f/ /a/ /n/ (fan)
/m/ /a/ /d/ (mad)	/p/ /e/ /t/ (pet)	/g/ /o/ /t/ (got)
/h/ /o/ /p/ (hop)	/b/ /u/ /s/ (bus)	/p/ /i/ /t/ (pit)
/l/ /e/ /g/ (leg)	/m/ /u/ /d/ (mud)	/b/ /e/ /d/ (bed)
/t/ /u/ /b/ (tub)	/l/ /u/ /k/ (luck)	/m/ /a/ /p/ (map)
/b/ /a/ /g/ (bag)	/j/ /o/ /b/ (job)	/t/ /i/ /p/ (tip)



Objective

- *To blend sounds and say words*

BELOW-LEVEL

Start with Two Letters Tell children to listen to the sounds you say. Say: /a/ /n/. Then say /aann/. Finally say ***an***. Repeat the procedure and have children repeat each step after you. Then say: /v/ /a/ /n/, /vvaann/, ***van***. Have children do the same. Follow the same procedure for other words in the list.

Professional Development

Podcasting: Phoneme Blending, Gr. K

Relate *Vv* to /v/

phonics Tested

Objective

- *To match the letter* Vv *to the sound /v/*

Materials

- *Sound/Spelling Card Vv*
- copies of letter card *v, Teacher Resource Book,* pp. 49–52
- *Letter/Sound Rhymes Chart 21*
- *Photo Cards: girl, koala, nurse, rain, vacuum, van, vase, vest, violin, zebra*
- pocket chart
- *Teacher Resource Book,* p. 80
- paper, scissors, glue, crayons

Phonics Resources

Phonics Practice Book, pp. 103–104

Refer to *Sounds of Letters CD* Track 17 for pronunciation of /v/.

/b/ and /v/ Speakers of Spanish may have difficulty differentiating the beginning sounds /v/ and /b/. Help children differentiate the beginning sounds in these words: *vat/bat; very/berry; vase/base; van/ban; vent/bent; vote/boat.*

Start with the Sound

DEVELOP PHONEMIC AWARENESS OF /v/ (Initial Position) Say the words *vine* and *very* and have children repeat the words. Tell them that *vine* and *very* begin with /v/. Have children say /v/ several times.

Teach/Model

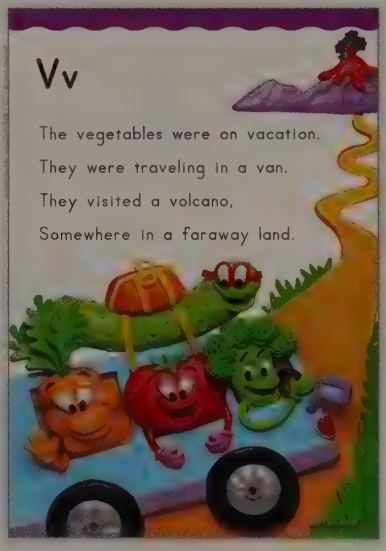
Routine Card 12

CONNECT LETTER AND SOUND Display *Sound/Spelling Card Vv*. Ask: **What is the name of this letter? The letter *v* stands for /v/, the sound at the beginning of *vest*. Say /v/.** Have children repeat the sound as you touch the letter on the card several times.

DISCRIMINATE /v/ Give children each a letter card *v* (*Teacher Resource Book,* pages 49–52). Say: **If I say a word that begins with /v/, hold up the card and say /v/. If the word does not begin with /v/, hold your card behind your back.** Say the words *van, horse, vote, video, reach,* and *village*.

▲ Sound/Spelling Card Vv

Display *Letter/Sound Rhymes Chart 21*. Read the rhyme aloud, tracking the print. Point to and read the *Vv* words. Have children repeat them. Read the rhyme again.



▲ Letter/Sound Rhymes Chart 21

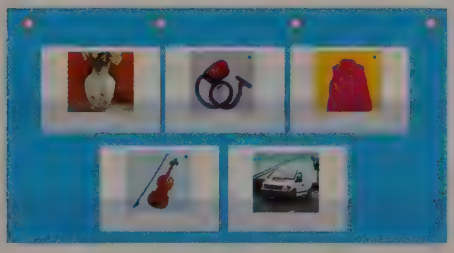
5-DAY PHONICS

DAY 1	Introduce *Vv*
DAY 2	Relate *Vv* to /v/
DAY 3	Introduce *Jj*
DAY 4	Relate *Jj* to /j/
DAY 5	Review /v/*v*, /j/*j*

Guided Practice

IDENTIFY /v/ Tell children they are going to help you find some pictures whose names begin with /v/. Say: **I will show you a picture. I want you to say the picture's name with me. If the picture name begins with /v/, we can put the card in the pocket chart.**

Hold up unlabeled *Photo Card vase*. Have children say the picture name with you: **vase.** Ask: **Does *vase* begin with /v/? Should I put this card in the pocket chart?** Repeat the procedure with the remaining *Photo Cards*. After all the cards have been named, point to and say the picture names in the pocket chart.



Independent Practice

IDENTIFY /v/ Distribute *Teacher Resource Book* page 80. Have children say each picture name. Tell them that they are going to cut out the pictures of things whose names begin with /v/ and glue them to the paper. Then have them label the page with *Vv*.

MONITOR PROGRESS

Phonics: Consonant *v*/v/

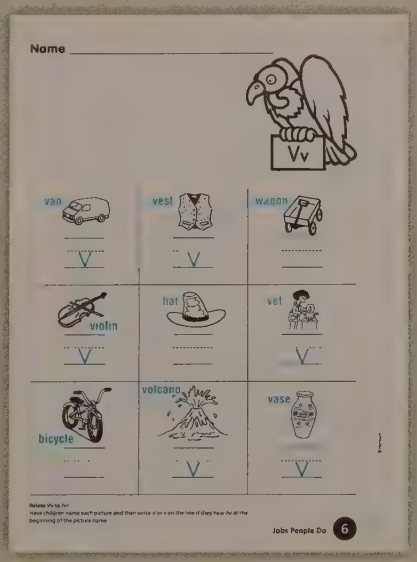
IF	THEN
children have difficulty identifying the sound for *v*,	have children finger-trace the *Tactile Letter Cards V* and *v* while saying the letter sound /v/.

Small-Group Instruction, p. S21:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Professional Development

Podcasting: Letter-Sound Relationships



▲ **Practice Book, p. 6**

High-Frequency Words

Review: are

Tested

Objective

- *To read high-frequency words*

Materials

- *Big Book: Everybody Works*
- *High-Frequency Word Cards: are, here, like, want*
- drawing paper
- pencils
- crayons

BELOW-LEVEL

Spell the Word Display the *High-Frequency Word Card are.* Spell and read the word. Have children do the same. Then cut apart the word card *are* (*Teacher Resource Book*, page 44) for individuals and have them use the letters to spell *are*.

Review

READ THE WORD IN CONTEXT Display the *Big Book Everybody Works*, and read the title aloud. Turn to page 25 and ask a volunteer to point to the word *are*.

▲ **Big Book *Everybody Works***

Practice/Apply

GUIDED PRACTICE Tell children you are going to show them different word cards. When they see the word *are*, they should read the word aloud and give a thumbs-up sign. If they don't see the word *are*, they should just read the word aloud. Hold up the *High-Frequency Word Cards are, here, like,* and *want* in random order until children consistently recognize the word *are*.

INDEPENDENT PRACTICE Write the following sentence on the board: *We are here.* Read the sentence aloud. Have children copy the sentence and draw a picture to illustrate it.

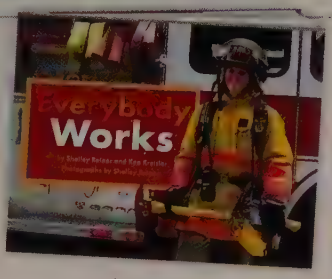
Main Idea

Comprehension

Tested

Teach/Model

INTRODUCE THE SKILL Display *Everybody Works* and read the title aloud. Tell children that every story has a main idea. Explain that the main idea of a story is what the story is mostly about. Then model how to identify the main idea.



▲ Big Book
Everybody Works

Think Aloud **I know that the main idea of a story is what the story is mostly about. This book tells about jobs that people do. I think that the main idea of this book is that people work at different jobs.**

Practice/Apply

DISCUSS MAIN IDEA Invite children to listen as you read aloud *Everybody Works*. As you read, discuss with children how the photographs and words give us information about the main idea.

Read Aloud

READ THE BIG BOOK As you read aloud *Everybody Works*, occasionally prompt children to tell what they know about the jobs shown in the photographs. (Monitor Comprehension: pages T276–T281)

- **What is this person doing?**
- **What special equipment does this worker use?**
- **Is this an indoor or an outdoor job?**
- **Do you think you would enjoy this job? Why or why not?**

Objectives

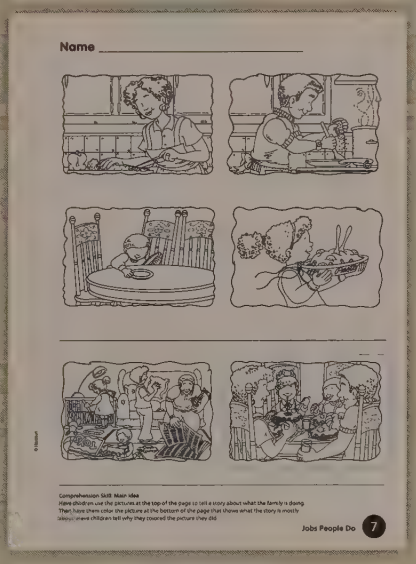
- *To listen to and respond to a story*
- *To identify the main idea of a story*

Materials

- *Big Book: Everybody Works*

E L L

Name Jobs Name the different jobs the photos in the book show. Have children point to the photos and repeat the name of the job.



▲ Practice Book, p. 7

Monitor Comprehension

Pages 2–7

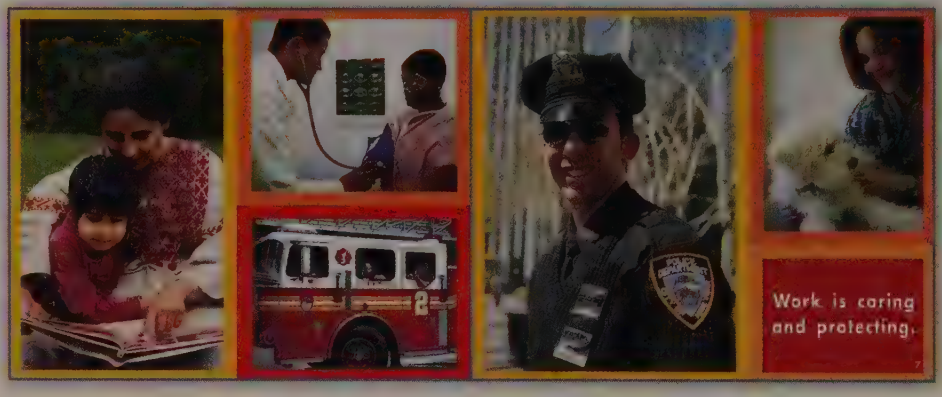
1 **REVIEW BOOK PARTS** Ask a volunteer to identify the title page of the book. Ask what information the title page gives. (the book's title and the author and illustrator names) Point out that one of the authors of this book also took the photographs. Read aloud the title page.

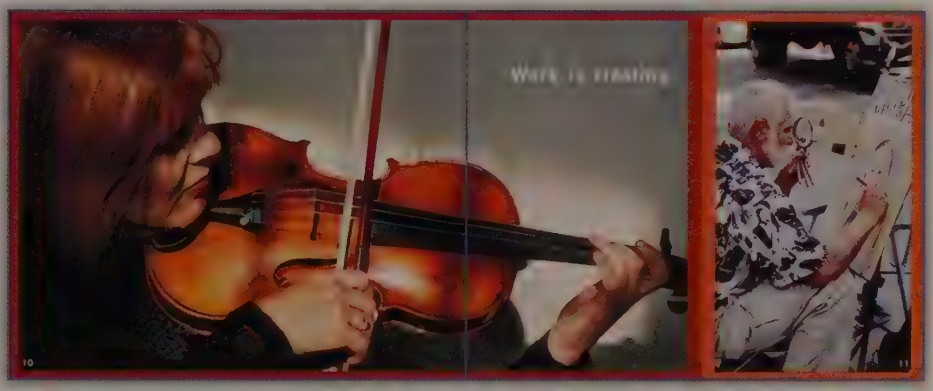
2 **RELATE PICTURES TO TEXT** Have children look at pages 4–7. **What are some jobs shown here?** (Possible responses: sailors, doctors, trash collectors, child care workers, firefighters, police officers)

E L L

Pantomime and Name Work

As you read the book, help children focus on jobs they can connect to their own experiences. Invite children to pantomime some of the actions that a worker might perform as part of his or her job. Model short sentences that describe what children are doing.





Monitor Comprehension

Pages 8–13

1 **NOTE DETAILS** Stop after reading pages 8–9. **What is the postal worker delivering?** (mail) **What is the sales clerk selling?** (watches)

2 **MAIN IDEA** Have children think about what they have heard and seen so far. **What is the main idea of this book?** (People have different jobs.)

BELOW-LEVEL

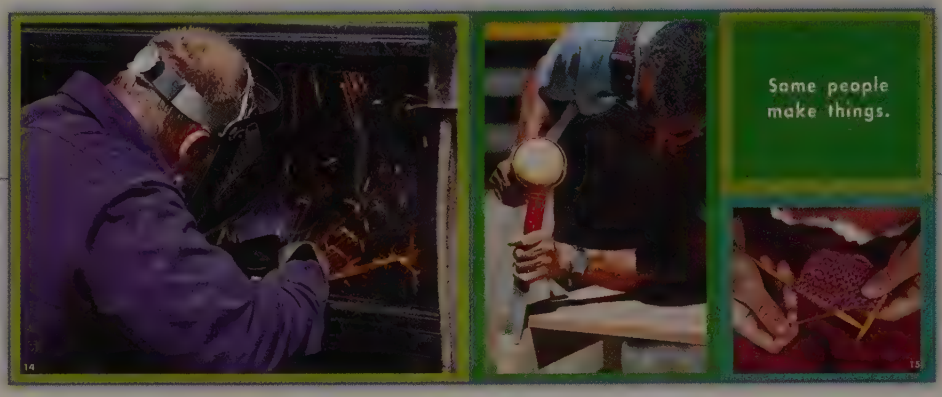
Summarize As you read the book, stop every few pages and invite children to help you summarize the previous pages. For example, say: **So far, what kinds of workers have we learned about?**

Monitor Comprehension

Pages 14–19

1. **MAKE INFERENCES** Display page 16. **What kind of worker is this person?** (a farmer) **Why are farmers important?** (Possible response: Farmers grow food we eat.)

2. Focus Skill **MAIN IDEA** Have children look at the photograph on page 18. **Where is this person working?** (in an office) **Who has a family member who works in an office? Tell us about his or her job.**

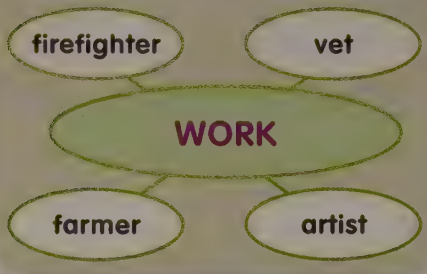


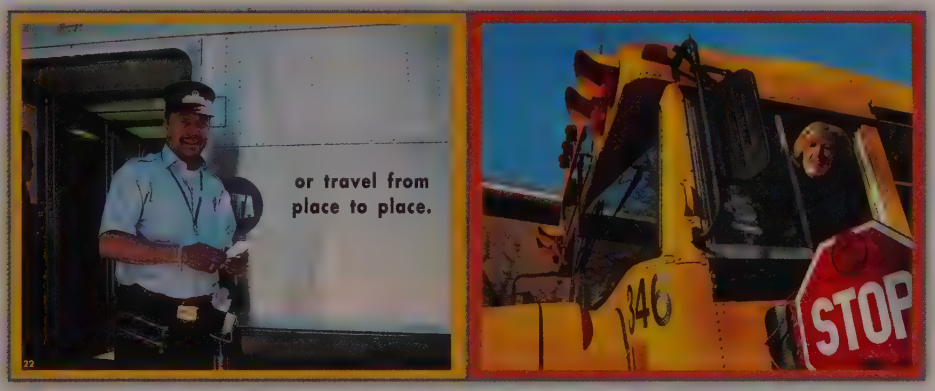
Apply Comprehension Strategies

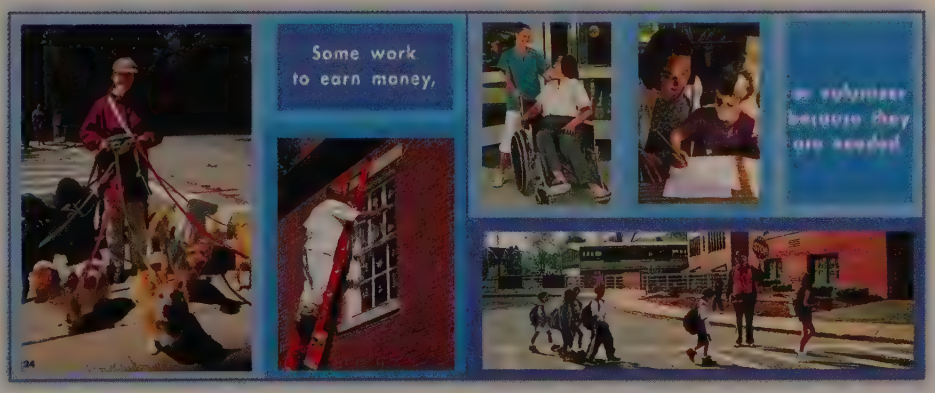
Use Graphic Organizers Remind children that graphic organizers can help a reader remember and understand information in a book.

Think Aloud **This book shows a lot of workers. I can make a word web to help me remember the different kinds of work people do.**

Begin a word web on the board or on chart paper. Children can add to the web after you finish reading the book.







Monitor Comprehension

Pages 20–25

1. **COMPARE AND CONTRAST** Have children look at the photographs on pages 22–23. **What is the same about the work that these people do?** (Possible response: Both workers travel in vehicles.) **How is it different?** (Possible responses: The train conductor rides on a train and collects tickets. The bus driver drives a bus and picks up and drops off schoolchildren.)

2. **DRAW CONCLUSIONS** Have children look at pages 24–25. **Which of these people do work at a school?** (tutor, crossing guard)

BUILD ROBUST VOCABULARY

Point out the word *volunteer* on page 25. Say: **Notice the word *volunteer* that we have talked about. These workers are volunteering. How are they helping other people?** (One helps a sick person, one helps a child learn, one keeps children safe on a street.) **Do these people get paid for their work?** (no)

Monitor Comprehension

Pages 26–29

1. **RELATE PICTURES TO TEXT** Display pages 26–27. **What hobbies or activities are these people doing?** (woodworking, playing the piano, refereeing a soccer game)

2. **REALITY/FANTASY** **Is this book about real or make-believe things? Why do you think so?** (real things, because everything in the book can happen in real life)

VOCABULARY DEVELOPMENT

Read aloud the sentence on page 26. Tell children that the word *hobby* means "an activity a person does for fun in his or her free time." Discuss with children hobbies they have or would like to have.

Monitor Comprehension

Pages 30–32

1. **MAIN IDEA** **What is the main idea of the book?** (Everybody works.)

2. **RELATE TO PERSONAL EXPERIENCE** Ask children the question on page 32. (Responses will vary.)

SOCIAL STUDIES

SUPPORTING STANDARDS

Jobs Review that a job is work that people do. Ask children to name some of the jobs shown in the book. Talk about jobs that are done at school, at home, and in the community. Discuss reasons why people have jobs. (to make money, to help others)

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objectives

- *To develop robust vocabulary through meaningful experiences*
- *To understand and use new vocabulary*

protecting When you are *protecting* something, you are keeping it safe.

volunteer If you *volunteer,* you offer to help do work without getting paid.

responsible Someone who is *responsible* for something is given the job of taking care of it.

ADVANCED

Develop Vocabulary Have children name some of their responsibilities at home and at school.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *protecting, volunteer,* and *responsible*. Then discuss each word using the following examples.

protecting

- **Some workers wear special clothing or equipment to protect themselves. What could you wear to protect your eyes?** (goggles, safety glasses) **What could you wear to protect your ears?** (earmuffs) **What could you wear to protect your hands?** (gloves, mittens) Continue with other body parts, such as feet, head, and knees.

volunteer

- **Who is a volunteer at our school?** If children do not know, describe a job until they guess the person. **How does _____** [volunteer's name] **help us at school?**
- **Let's learn the volunteer cheer! Clap as we say the words:**

  Let's all cheer for volunteers!

  Volunteers give their time for free.

  Volunteers help out you and me.

  Let's all cheer for volunteers!

responsible

- **I want you to clap if I name something you are responsible for at home. If it is something that someone else is responsible for, then raise your hand and tell us who does that job in your family:**

  set the table

  cook the food

  clean your room

  do your homework

  drive a car

Shared Writing

Dialogue

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Shared Writing
DAY 5	Independent Writing

Write Together

REVIEW DIALOGUE Remind children that the words that a person or a story character says are called dialogue. Tell children that together you will write dialogue for a story character. Display a familiar story or draw a story character on the board, such as the mouse from the fable "The Lion and the Mouse."

- **Who remembers a story about a brave mouse who helps a lion?** Ask a volunteer to tell what happens in the fable. (A lion catches a mouse. The mouse says that he might be able to help the lion someday, so the lion lets him go. When the lion is trapped later, the mouse saves him.)
- **What is something the mouse says in the story?** Write children's suggested dialogue on chart paper.
- Children may want to write dialogue for the lion, too.

WRITING TRAIT **CONVENTIONS** Point to the quotation marks on the chart and remind children that a writer uses them before and after the words a character is saying.

"I am just a little mouse."

"Please don't eat me!"

"If you let me go, I might help you someday."

Share

READ THE DIALOGUE Read aloud the dialogue. Have children repeat it after you, using a high, squeaky voice as they pretend to be a frightened mouse. Invite partners to act out the story, and encourage the "mouse" to say some of the dialogue from the chart. Remind the actors to speak loudly and clearly and to use expressive voices.

Objective

- *To write dialogue*

Materials

- chart paper
- marker
- drawing paper
- crayons, pencils

Writing Prompt

Write About a Story Character

Have children draw and write about a favorite story character.

E L L

Rephrase Dialogue Invite children to act out "The Lion and the Mouse." More-fluent children can take the speaking parts while others pantomime the action.

Day at a Glance

Day 3

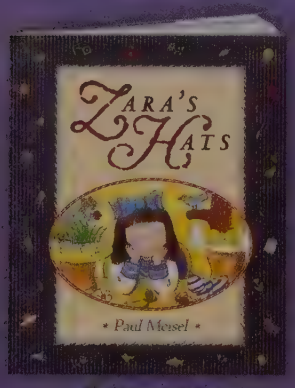
Phonemic Awareness
- Phoneme Blending

phonics
- Introduce: Consonant /j/

High-Frequency Words
- Introduce: *they*

Comprehension
Review: Generate Questions

Reading
- Library Book: *Zara's Hats*



▲ Zara's Hats

Robust Vocabulary
- Introduce: *adore, melancholy, exquisite*

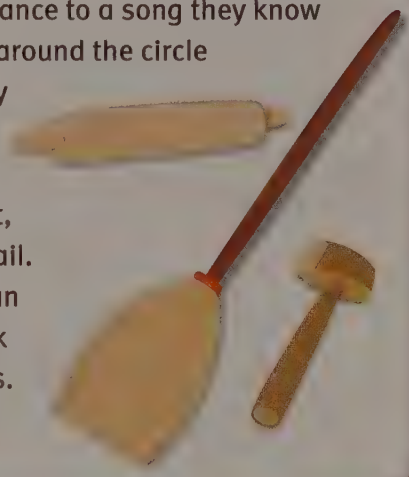
Writing
- Shared Writing: Dialogue

Warm-Up Routines

Begin with a Song

Objective *To follow directions*

PERFORM AN ACTION SONG Have children stand in a large circle and hold hands. Explain that they will perform a dance to a song they know about working together. Lead them in a walk around the circle as everyone sings the chorus to "The Mulberry Bush." (See the *Big Book of Rhymes and Poems*, page 31.) Then have everyone drop hands. Ask for suggestions for a job to act out, such as sweeping the floor or hammering a nail. Sing about the job as everyone pantomimes an appropriate action. Then hold hands and walk around the circle again as you sing the chorus. Repeat with other jobs.



Oral Language

Objective *To tell about an event in logical sequence*

DISCUSS THE DANCE Ask children to tell about the activity they just did. Prompt them with questions such as:

- **What was the name of the song?**
- **What did we do first?**
- **What did we do next?**
- **What did we do last?**

Phonemic Awareness

Phoneme Blending Tested

Review

BLEND SOUNDS Remind children that they can blend sounds to say words. Model for children how to blend sounds.

Think Aloud Say: **Listen as I say these sounds: /k/ /u/ /p/. Now I will blend the sounds together to say the word: *cup*.**

Tell children that they can also blend sounds to say parts of words. Say: **The word *ribbon* has two word parts: *rib* and *bon*. Listen to these sounds: /r/ /i/ /b/. When I put them together, I get *rib*, the first word part in *ribbon*.**

Have children blend the sounds /b/ /o/ /n/ to say the second word part in *ribbon*.

Practice/Apply

INDEPENDENT PRACTICE Have children blend the following sounds to say words.

/f/ /o/ /ks/ (fox)	/h/ /e/ /n/ (hen)	/l/ /i/ /k/ (lick)
/t/ /a/ /g/ (tag)	/j/ /o/ /g/ (jog)	/f/ /u/ /z/ (fuzz)
/y/ /e/ /t/ (yet)	/r/ /a/ /n/ (ran)	/k/ /a/ /b/ (cab)
/t/ /u/ /k/ (tuck)	/m/ /i/ /s/ (miss)	/m/ /e/ /t/ (met)
/d/ /i/ /d/ (did)	/b/ /a/ /t/ (bat)	/n/ /o/ /t/ (not)

Then have children blend the following sounds to say syllables.

/b/ /a/ /s/ . . . /k/ /e/ /t/
/k/ /o/ /m/ . . . /e/ /t/
/s/ /u/ /d/ . . . /d/ /e/ /n/
/p/ /i/ /k/ . . . /n/ /i/ /k/
/k/ /i/ /t/ . . . /t/ /e/ /n/
/g/ /a/ /l/. . . /l/ /u/ /p/

Objectives

- *To blend sounds to say words*
- *To blend sounds to say syllables*

ADVANCED

Blend Syllables After saying the individual syllables in a word, have children blend the syllables to say the complete word.

Consonant *Jj*

phonics Tested

Objectives

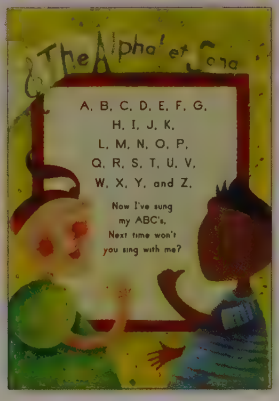
- *To recognize* J *and* j
- *To write uppercase and lowercase* Jj *independently*

Materials

- *Big Book of Rhymes and Poems*, p. 4
- *Music CD*
- *Sound/Spelling Card Jj*
- *Tactile Letter Cards: J, j*
- pencils
- lined paper
- drawing paper

Start with a Song

SING "THE ALPHABET SONG" Display "The Alphabet Song" in the *Big Book of Rhymes and Poems*. Play the *Music CD*, and invite children to sing along with you. Ask a volunteer to point to each letter as it is mentioned. Then have children name and identify the letters of the alphabet they know.



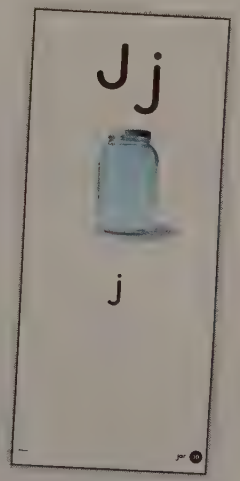
▲ **Big Book of Rhymes and Poems, p. 4**

Teach/Model

DIBELS Letter Naming Fluency LNF

Hold up *Sound/Spelling Card Jj*. Say: **This is the letter *j*. Say the name with me.**

- Point to the uppercase *J*. **This is the uppercase *J*.**
- Point to the lowercase *j*. **This is the lowercase *j*.**
- Point again to the *Sound/Spelling Card*. **What is the name of this letter?**
- Point to the *J* in "The Alphabet Song." **What is the name of this letter?**
- Display *Tactile Letter Cards J* and *j*. Pass the cards around, letting children trace the letters with a finger. Have children identify *J* and *j*.



▲ **Sound/Spelling Card Jj**

5-DAY PHONICS

DAY 1	Introduce *Vv*
DAY 2	Relate *Vv* to /v/
DAY 3	Introduce *Jj*
DAY 4	Relate *Jj* to /j/
DAY 5	Review /v/*v*, /j/*j*

Handwriting

WRITING *J* and *j* Write uppercase *J* and lowercase *j* on the board. Point to the uppercase *J*. **What letter is this?**

Point to the lowercase *j*. **What letter is this?**

Think Aloud **Watch as I write the letter *J* so that everyone can read it.**

As you give the Letter Talk, trace the uppercase *J*. Use the same modeling procedure for the lowercase *j*.

Letter Talk for J

Straight line down and curve to the left.

Letter Talk for j

Straight line down and curve to the left. Dot the top.

D'Nealian handwriting models are on pages R12–R13.

Practice/Apply

GUIDED PRACTICE Have children finger-write the uppercase *J* in the air as you repeat the Letter Talk. Have them write the letter several times on lined paper. Then repeat the process for the lowercase *j*.

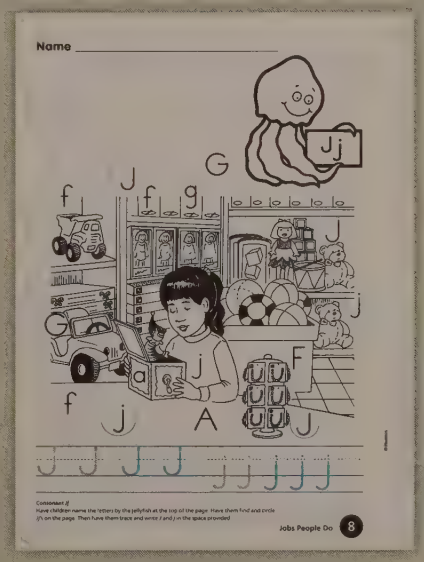
INDEPENDENT PRACTICE Distribute drawing paper and have children print *Jj*'s across the page. Remind them to write the letters using proper form and spacing. Then have them circle their best *J* and *j*.

ELL

Develop Meaning Help children understand the meaning of the word *curve* by making large curves in the air with your hand. Ask them to point to letters in the alphabet that have curves.

Phonics Resources

Phonics Practice Book, pp. 105–106



▲ **Practice Book, p. 8**

High-Frequency Words

Introduce: they

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: come, down, go, they, where*
- copies of word cards

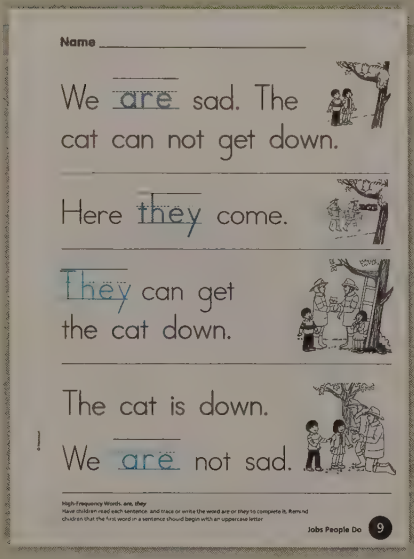
MONITOR PROGRESS

High-Frequency Words

IF	THEN
children have difficulty recognizing and reading the word *they,*	have them trace and name each letter in the word.

Small-Group Instruction, p. S22:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend



Name _____

We are sad. The cat can not get down.

Here they come.

They can get the cat down.

The cat is down. We are not sad.

High-Frequency Words: are, they
Have children read each sentence and trace or write the word are or they to complete it. Remind children that the first word in a sentence should begin with an uppercase letter.

Jobs People Do 9

▲ **Practice Book, p. 9**

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *they* on the board.

- Point to and read *they*. Have children say it with you.
- Say: **Where are *they* going?**
- Display the *High-Frequency Word Card they*. Say ***they***.
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.

Practice/Apply

GUIDED PRACTICE Distribute a word card *they* (*Teacher Resource Book*, page 44) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *they*, they should say the word and point to it on their card. Hold up the *High-Frequency Word Cards they, come, where, down,* and *go* until children consistently identify the word *they*.

INDEPENDENT PRACTICE Have pairs of children work with a set of word cards for the words *they, one, he, for,* and *what* (*Teacher Resource Book*, pages 37, 39, 40, 41, 44). Children take turns choosing a word card, spelling the word, and reading it.

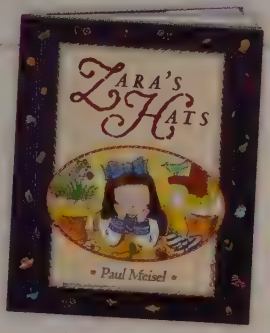
Generate Questions

Comprehension

Review

Routine Card 17

GENERATE QUESTIONS Display *Zara's Hats* and invite children to comment on the cover illustration. Then read the title and ask: **Is Zara the name of the girl on the cover?**



▲ Library Book *Zara's Hats*

Remind children that a question is a sentence that asks something. Tell them that asking questions when they read will help them understand a story. Begin a Question/Answer chart. Write the question in the first column. Explain that as they listen to the story, children should try to answer the question.

Question	Answer
Is Zara the girl on the cover?	

Practice/Apply

DURING READING While reading *Zara's Hats*, use the Monitor Comprehension questions on pages T290–T297 to model how to generate questions about the story.

Focus on Literature

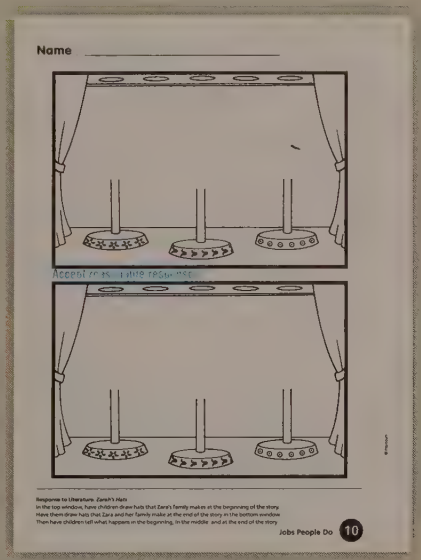
IDENTIFY GENRE Help children distinguish among literary forms. Display *Everybody Works* and *Zara's Hats*. Page through each book. Ask: **Which of these books is a story?** (*Zara's Hats*) **How do you know?** (It has made-up characters and events.) **Which of these books is an information book?** (*Everybody Works*) **How do you know?** (It has photographs and tells facts.)

Objective

- *To generate questions about a story*

Materials

- *Library Book: Zara's Hats*
- chart paper
- marker



▲ Practice Book, p. 10

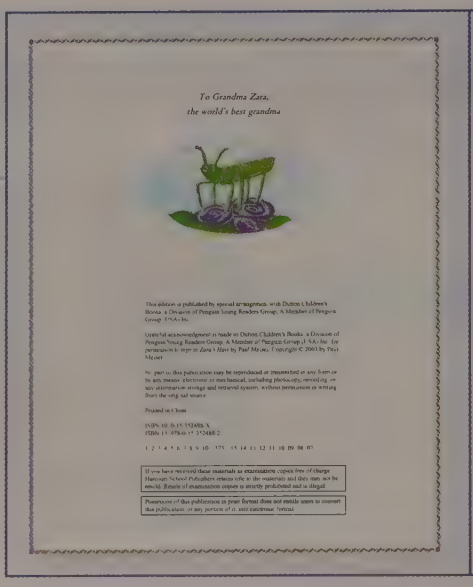
Monitor Comprehension

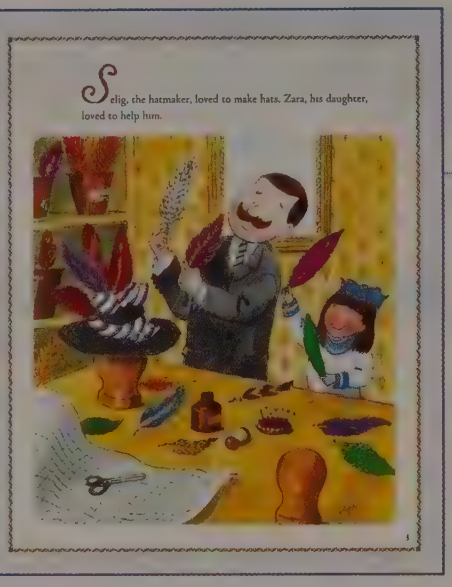
Pages 3–5

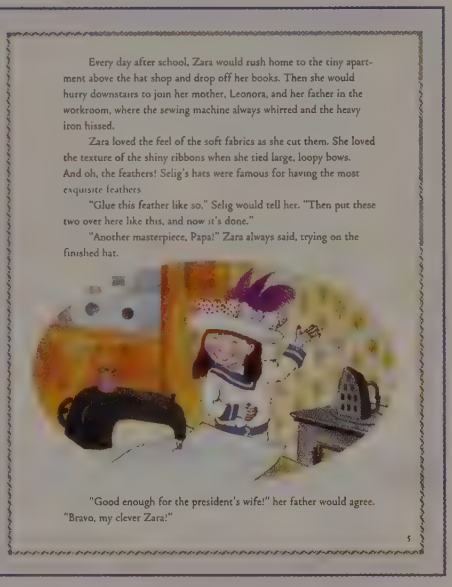
1 **PREVIEW THE BOOK** Read the title aloud. Then ask a volunteer to point to the author/illustrator's name. Explain that the same person wrote the story and drew the pictures. Then page through the book and invite children to look at the illustrations. Ask: **What do you think will happen in this story?** (Responses will vary.)

2 **SETTING** **When does the story happen? How can you tell?** (Long ago; the people wear old-fashioned clothes and use an old-fashioned iron and sewing machine.)

3 **SEQUENCE** **What does Zara do after she gets home from school?** (She helps make the hats.)



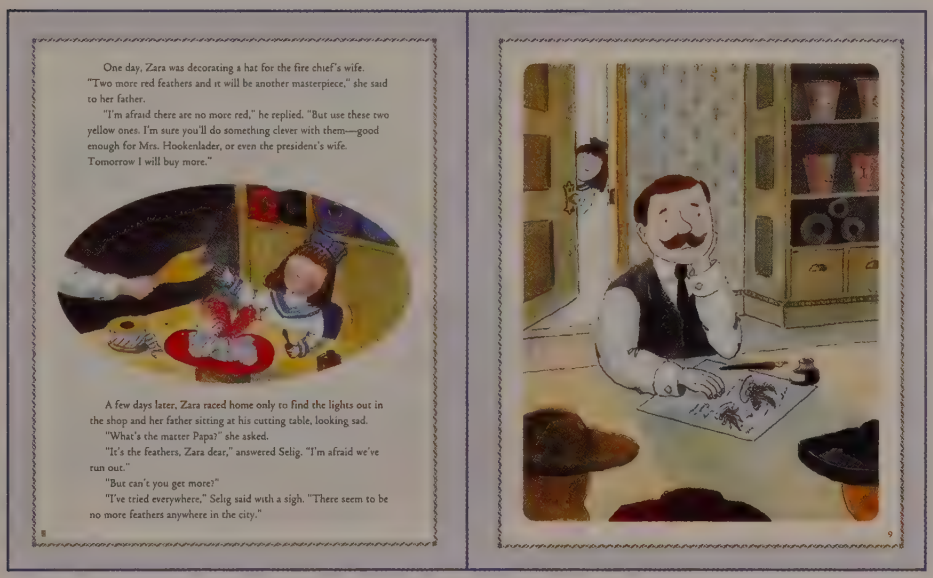



Every day after school, Zara would rush home to the tiny apartment above the hat shop and drop off her books. Then she would hurry downstairs to join her mother, Leonora, and her father in the workroom, where the sewing machine always whirred and the heavy iron hissed.
Zara loved the feel of the soft fabrics as she cut them. She loved the texture of the shiny ribbons when she tied large, loopy bows. And oh, the feathers! Selig's hats were famous for having the most exquisite feathers
"Glue this feather like so," Selig would tell her. "Then put these two over here like this, and now it's done."
"Another masterpiece, Papa!" Zara always said, trying on the finished hat.
"Good enough for the president's wife!" her father would agree. "Bravo, my clever Zara!"

ELL

Ask Questions As you read the story, ask children *either/or* questions about story events. For example, **Does Zara's family make boots or hats? Do they put feathers or zippers on the hats?**

"Isn't life wonderful!" Selig often asked.
And life was wonderful. The bell on the hat-shop door jingled busily.
"Oh, Mr. Selig, you are a genius!" Loretta Falsetta, the famous opera singer, trilled whenever she bought a hat.
"This hat will be perfect for the firefighters' ball!" exclaimed Brenda Hookenlader, the fire chief's wife.
"What an extraordinary hat this is!" declared Frances Fuzzbottom, the famous dog breeder. "Look, puppies, do you like it?"


One day, Zara was decorating a hat for the fire chief's wife.
"Two more red feathers and it will be another masterpiece," she said to her father.
"I'm afraid there are no more red," he replied. "But use these two yellow ones. I'm sure you'll do something clever with them—good enough for Mrs. Hookenlader, or even the president's wife. Tomorrow I will buy more."
A few days later, Zara raced home only to find the lights out in the shop and her father sitting at his cutting table, looking sad.
"What's the matter Papa?" she asked.
"It's the feathers, Zara dear," answered Selig. "I'm afraid we've run out."
"But can't you get more?"
"I've tried everywhere," Selig said with a sigh. "There seem to be no more feathers anywhere in the city."

Monitor Comprehension

Pages 6–9

1 **GENERATE QUESTIONS** Model for children how to generate questions about the text.

Think Aloud **The words and the picture tell that Zara's father is sad. I wonder why. I ask myself, "Why is Selig sad?"** Add the question to the graphic organizer.

2 **PROBLEM/SOLUTION** **What is Selig's problem?** (He has run out of feathers for making hats.)

AUTHOR'S CRAFT/ APPRECIATE LANGUAGE

Ask children to listen carefully as you say each silly name below. Invite them to suggest why the author chose these names.

- page 6: Loretta Falsetta is an opera singer, and falsetto is a way to sing in a high voice.
- page 7: Brenda Hookenlader is the wife of the fire chief. A fire chief might ride in a kind of fire engine called a hook and ladder truck.
- page 7: Frances Fuzzbottom is a dog breeder, and some dogs are fuzzy.
- page 25: Katrina Katnip has cats, and cats love a plant called catnip.

Monitor Comprehension

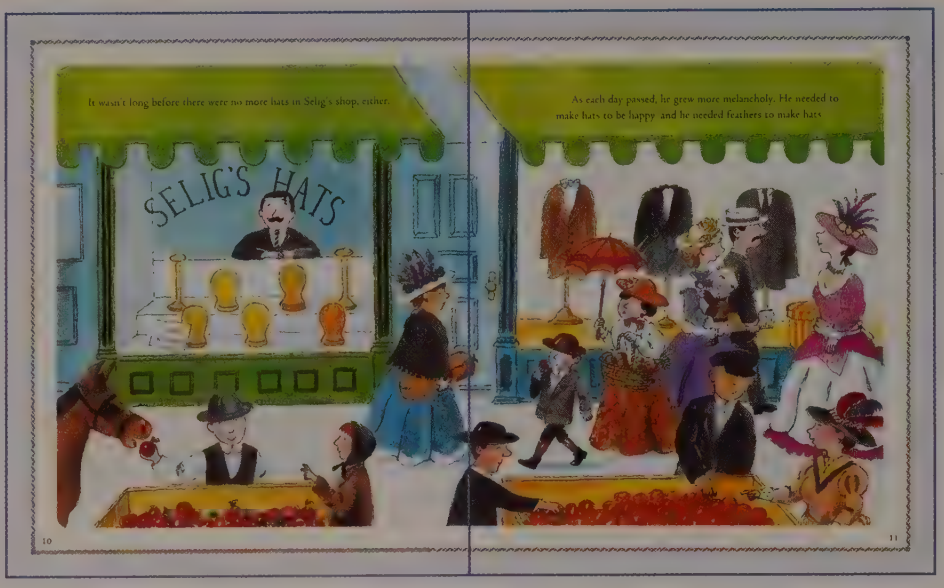
Pages 10–13

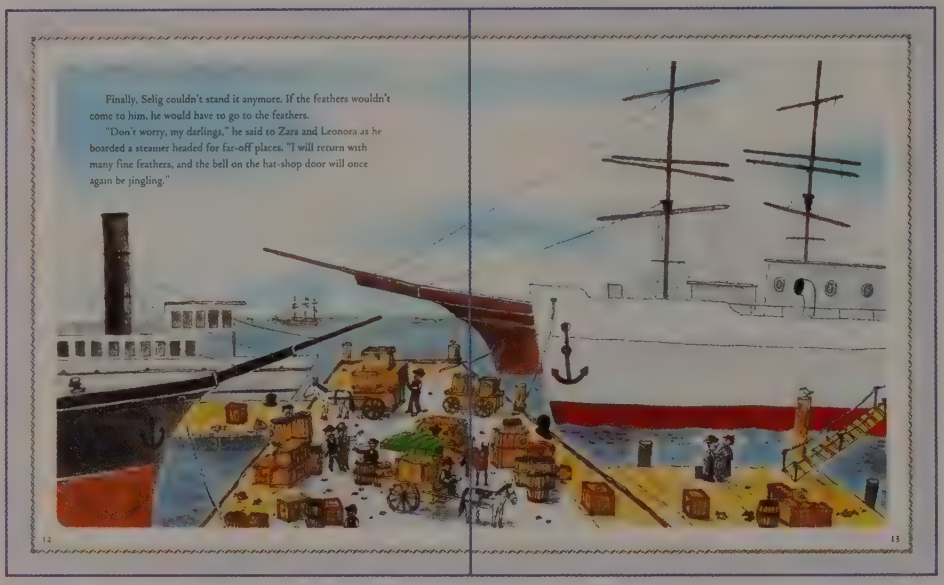
1 **IMPORTANT DETAILS** **What makes Selig happy?** (making hats) **What does he need to make hats?** (feathers)

2 **GENERATE QUESTIONS** Model for children how to generate questions about the text.

Think Aloud **Selig says he will have to go to a place where the feathers are. Where will he go?**

3 **MAKE PREDICTIONS** **Do you think Selig will find feathers?** (Responses will vary.)


It wasn't long before there were no more hats in Selig's shop, either.
SELIG'S HATS
As each day passed, he grew more melancholy. He needed to make hats to be happy and he needed feathers to make hats.
10
11


Finally, Selig couldn't stand it anymore. If the feathers wouldn't come to him, he would have to go to the feathers.
"Don't worry, my darlings," he said to Zara and Leonora as he boarded a steamer headed for far-off places. "I will return with many fine feathers, and the bell on the hat-shop door will once again be jingling."
12
13

E L L

Explain Usage Read aloud the first sentence on page 12. Explain to children that when people can't stand something, they do not like it. Give an example such as the following: **I can't stand loud garbage trucks.** Then encourage children to complete the sentence starter *I can't stand* ___.

Selig sailed for many weeks. The rough seas made him seasick.
He traveled by elephant
14
and camel
and dugout canoe
but wherever he was, he always sent Zara and Leonora postcards, so they would know he was thinking of them.
15

Meanwhile, Zara and her mother were missing Selig terribly. Zara's heart sank each day when she returned home from school and saw the empty shop window.
SELIG'S HATS
16
To cheer themselves up, Zara and her mother took long walks in the park.
17

Monitor Comprehension

Pages 14–17

1. **NOTE DETAILS** **How does Selig travel?** (by boat, elephant, camel, dugout canoe)

2. **IDENTIFY CHARACTERS' EMOTIONS** Stop after reading page 16. **How does Zara feel? Why do you think so?** (Possible responses: lonely, sad; She misses her father and making hats for the shop.)

Apply Comprehension Strategies

Summarize Remind children that one way to understand and remember a story is to summarize what happens as you read.

Think Aloud **So far, I know that Zara's family makes hats. But they stop because they run out of feathers. Zara's father is on a trip to get more feathers. Zara and her mother are waiting for him at home.**

Monitor Comprehension

Pages 18–21

1. **RELATE PICTURES TO TEXT** Pause after reading page 19. Direct children's attention to Zara's face. Ask: **What is Zara looking at?** (flowers) **What do you think will happen next?** (She will decorate hats with flowers instead of feathers.)

2. **GENERATE QUESTIONS** After reading page 20, model for children how to generate questions about the text.

   Think Aloud **I see that Zara is making little flowers and leaves. I wonder what she will do with them?**

3. **MAKE PREDICTIONS** **What do you think Zara will do with the hats she makes?** (Possible response: put them in the shop window and sell them)

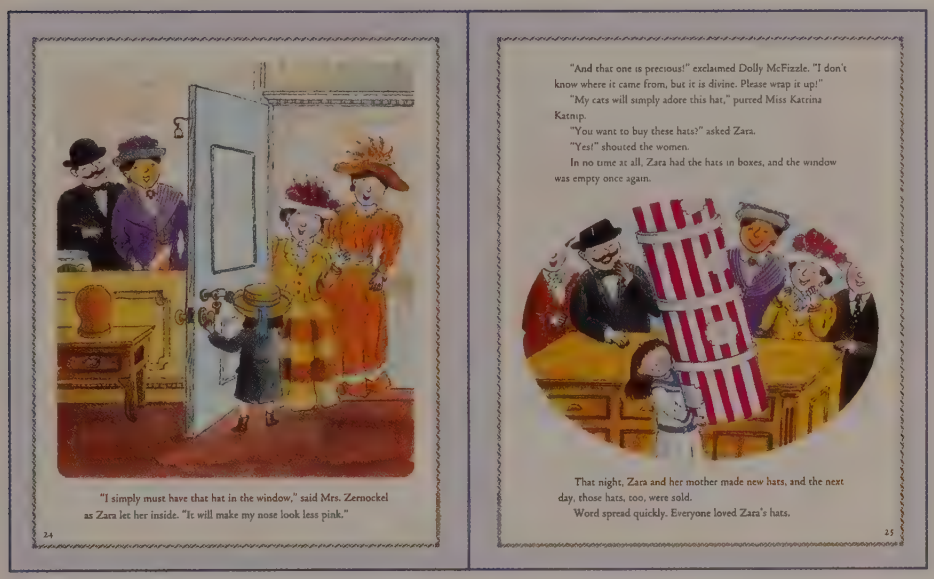
Zara fed bits of bread to the ducks and swooped up and down on the carousel.
Sometimes she joined a group of children watching a puppet show or bought hot roasted chestnuts from the cart man.
But absolutely nothing could take the place of her father
18
Then one day, on the way home from the park, Zara had an idea.
19

She ran through the empty hat shop directly to the little workroom, where she began cutting leaves out of fabric and gluing them to wire. She twisted brightly colored ribbons into flowers of all sorts.
20
She modeled her favorite fruits and animals out of papier-mâché. When they were dry, Zara painted them with the brightest colors in her paint box. Next she sewed and pinned and glued what she had made to some of her father's unfinished hats.
21

BELOW-LEVEL

Use Illustrations Review with children the reasons why Zara starts to make hats herself. Use the illustrations to reinforce children's understanding of the plot.

She arranged the hats on the empty stands in the shop window.
"There," she said. "Now it's not so lonely."
When Zara came home from school the next day, a small crowd was gathered in front of the little hat shop.
22
PHILLIPS
23


"I simply must have that hat in the window," said Mrs. Zernockel as Zara let her inside. "It will make my nose look less pink."
24
"And that one is precious!" exclaimed Dolly McFizzle. "I don't know where it came from, but it is divine. Please wrap it up!"
"My cats will simply adore this hat," purred Miss Katrina Katnip.
"You want to buy these hats?" asked Zara.
"Yes!" shouted the women.
In no time at all, Zara had the hats in boxes, and the window was empty once again.
That night, Zara and her mother made new hats, and the next day, those hats, too, were sold.
Word spread quickly. Everyone loved Zara's hats.
25

Monitor Comprehension

Pages 22–25

1 **CONFIRM PREDICTIONS** **What does Zara do with the hats?** (She puts them in the shop window and sells them.)

2 **MAKE COMPARISONS** **How are Zara's hats different from the hats Selig makes?** (Possible response: Zara's hats have fruit, flowers, and animals on them.)

SOCIAL STUDIES

SUPPORTING STANDARDS

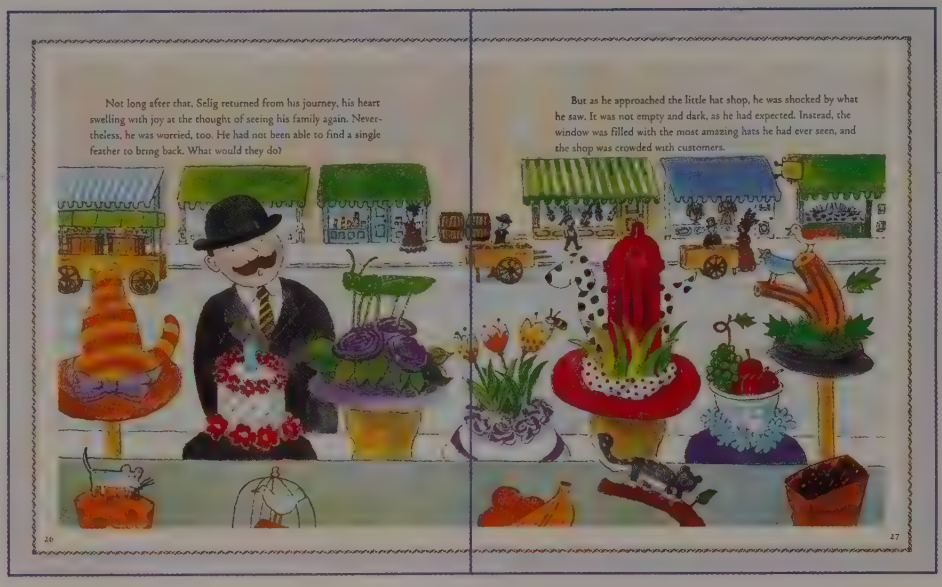
Discuss the Past Help children use details in the illustrations to understand that this story takes place long ago. Page through the book and ask children to describe the clothing and the ways people travel. Have them compare what people wore and how they traveled in the past with what people wear and how they travel today.

Monitor Comprehension

Pages 26–29

1. **MAKE INFERENCES** **Is Selig surprised when he sees the little hat shop? Why?** (Yes; he didn't think his family could make hats without feathers. He expected the shop to be empty and dark.)

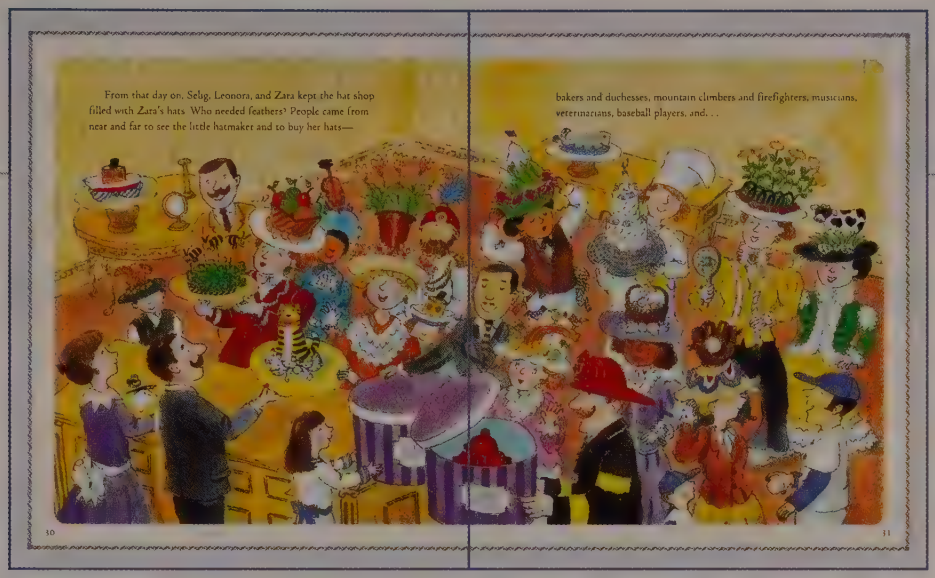
2. **INTERPRET STORY EVENTS** **How does Selig feel about the hats that Zara made? How do you know?** (He is happy and proud; he says so, and his face looks happy.)

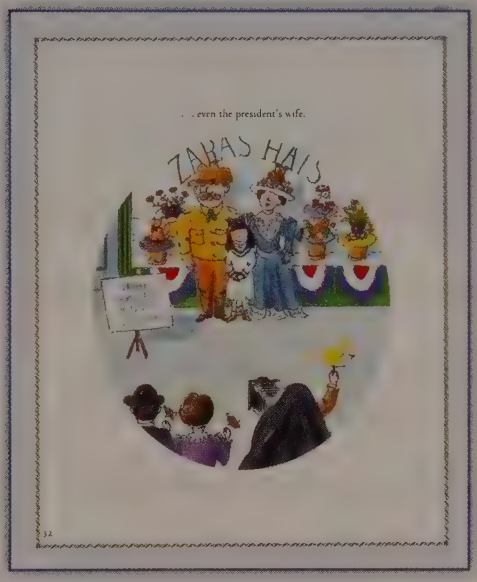

Not long after that, Selig returned from his journey, his heart swelling with joy at the thought of seeing his family again. Nevertheless, he was worried, too. He had not been able to find a single feather to bring back. What would they do?
But as he approached the little hat shop, he was shocked by what he saw. It was not empty and dark, as he had expected. Instead, the window was filled with the most amazing hats he had ever seen, and the shop was crowded with customers.
26
27

"Papa!" shouted Zara when the little bell jingled and she saw her father coming through the door
"Oh, how I missed you," Selig said, wrapping his arms around Zara in a big hug. "And my dear wife, too." He smiled at Leonora and kissed her warmly. "But what has happened here?" He looked around in astonishment. "What hats are these?"
"The empty hat stands made me sad, Papa," said Zara. "So I decorated some hats and put them in the window."
28
The hat shop suddenly became very quiet. "I thought these were from Paris," said Mrs. Fezzleworth. "*You* made these extraordinary hats?"
"Why, yes," replied Zara. "I hope you're not mad at me, Papa."
Selig looked around at the fabulous hats and at all of the happy customers.
"Mad? How could I be mad? These hats are amazing. Stupendous. I am so proud of you," he exclaimed. "Even the president's wife would love them. Bravo, my clever Zara!"
Everyone in the hat shop clapped, except for Loretta Falsetta, who trilled.
29

ADVANCED

Identify Synonyms Reread page 29 and repeat the words that are used to describe Zara's hats: *extraordinary, fabulous, amazing, stupendous.* Explain that these words mean almost the same thing. Ask children to suggest similar words to describe the hats, such as *great, wonderful, beautiful, marvelous, incredible.*


From that day on, Selig, Leonora, and Zara kept the hat shop filled with Zara's hats. Who needed feathers? People came from near and far to see the little hatmaker and to buy her hats—
bakers and duchesses, mountain climbers and firefighters, musicians, veterinarians, baseball players, and. . .
10
11



Monitor Comprehension

Pages 30–32

1 **MAKE INFERENCES** **Does Selig need feathers for the hats? Why not?** (No, because everyone loves Zara's hats.)

2 **NOTE DETAILS** **Who is the famous person who buys one of Zara's hats?** (the President's wife)

After Reading

Focus Strategy **GENERATE QUESTIONS** Model how to complete the chart.

Think Aloud **I read the questions I wrote in the chart, and then I think about the story to answer them.**

Question	Answer
Is Zara the girl on the cover?	Yes.
Why is Selig sad?	He runs out of feathers.
Where will Selig go?	He goes to far-off places.
What will Zara do with the little decorations she makes?	She will use them to decorate hats.

Build Robust Vocabulary

Listening/Speaking: *Words from the Library Book*

Objective

- *To develop vocabulary by discussing literature*

Student-Friendly Explanations

adore To *adore* someone or something means to love that person or thing a lot.

melancholy If you are *melancholy*, you are thinking about something that makes you sad.

exquisite Something *exquisite* is very special and beautiful.

ELL

Demonstrate Meanings Use simpler or more common words along with the vocabulary words. For example, say: I adore my new baby! I really love her!

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1. **Selection Context:** A woman in the story says her cats will **adore** one of the hats.
4. **Interact with Word Meaning:** If your favorite food is ice cream, you adore it. If you adore spinach, do you want to eat it or not?

1. **Selection Context:** In the story, Papa grows more **melancholy** when he cannot make hats.
4. **Interact with Word Meaning:** I felt melancholy when my friend moved far away. When would you feel more melancholy, when a friend moves away or when a friend comes to visit?

1. **Selection Context:** In the story, the hats are decorated with **exquisite** feathers.
4. **Interact with Word Meaning:** A sunset can have exquisite colors that make it beautiful. What else might have exquisite colors?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Name someone they adore.
- Show how they would look if they felt melancholy.
- Name something they think has an exquisite sound.

Shared Writing

Dialogue

5-DAY WRITING
- DAY 1 Modeled Writing
- DAY 2 Shared Writing
- DAY 3 Shared Writing
- DAY 4 Shared Writing
- DAY 5 Independent Writing

Write Together

BRAINSTORM Remind children that dialogue is the words a character says in a story. Reread or retell the last few pages of *Zara's Hats*. Display the last page and explain that it shows Zara getting her picture taken with the President of the United States and his wife. Ask children to brainstorm what Zara or another character might say.

SHARE THE PEN As children suggest dialogue, ask volunteers to help write words and letters that they know.

- **What do people say when they are getting their photograph taken?**
- **What do you think the President might have said to Zara?**
- Continue to record children's suggestions for dialogue to go with the illustration on page 32.

"Smile, Zara!"
"I like your hats, Zara."
"Thank you, Mr. President."
"I am so happy, Papa."

WRITING TRAIT **CONVENTIONS** Remind children that dialogue always begins and ends with quotation marks. Ask volunteers to point to the quotation marks on the chart paper.

Share

READ THE DIALOGUE Track the print as you read aloud the dialogue on the chart paper. Save the dialogue for review on Day 5.

Objective

- *To write dialogue*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Hat Have children write and draw about a hat they might make if they worked in Zara's shop.

ADVANCED

Write Quotation Marks Invite children to write the quotation marks in each sentence. They can also write the appropriate end punctuation marks.

Warm-Up Routines

Day at a Glance

Day 4

Phonemic Awareness
- Phoneme Blending

phonics
- Relate *Jj* to /j/

High-Frequency Words
- Review: *they, are*

Reading
- *Decodable Book 13: A Big Mess*

▲ Decodable Book 13

Comprehension
Focus Skill
Review: Main Idea
- *Library Book: Zara's Hats*

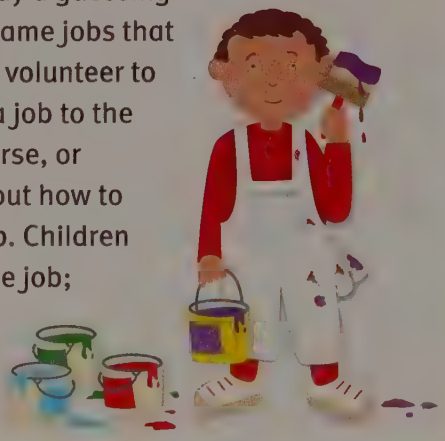
Robust Vocabulary
- Review: *adore, melancholy, exquisite*

Writing
- Shared Writing: Dialogue

Begin with a Game

Objective *To follow one- and two-step directions*

ACT OUT JOBS Tell children they will play a guessing game about jobs. First, ask children to name jobs that people in their family have. Then invite a volunteer to the front to be the first Worker. Whisper a job to the Worker, such as cook, teacher, coach, nurse, or painter. Give him or her time to think about how to act out what a person might do at the job. Children watching have three chances to guess the job; then the actor chooses a new child to come forward.



Oral Language

Objective *To dramatize and describe actions and things*

DRAMATIZE A CREATIVE JOB Help children recall the story *Zara's Hats*. Point out that everyone in Zara's family works in the hat store, even Zara when she comes home from school. Ask children to imagine they have a job in the hat store, too. Lead the group in simple pantomimes of cutting, sewing, ironing, and trying on hats. Encourage children to describe the steps in the process, as well as the colors, shapes, sizes, and numbers of hats or decorations they are making.

Phonemic Awareness

Phoneme Blending

Tested

Review

BLEND SOUNDS Remind children that they can blend sounds to say words. Then model how to blend sounds to say words.

Think Aloud **I am going to say some sounds. Listen: /k/ /a/ /p/. Now I'm going to blend the sounds to say a word: *cap*. I can blend the sounds in syllables, too. Listen: /e//n/. . . /j//i//n/. The first syllable is *en-*. The next syllable is *-gine*. The word is *engine*.**

Practice/Apply

INDEPENDENT PRACTICE Have children blend the following sounds to say words.

/n/ /i/ /t/ (knit)	**/b/ /u/ /n/** (bun)	**/l/ /a/ /p/** (lap)
/w/ /e/ /b/ (web)	**/z/ /i/ /p/** (zip)	**/m/ /o/ /m/** (mom)
/j/ /u/ /g/ (jug)	**/s/ /a/ /k/** (sack)	**/f/ /e/ /d/** (fed)

Then have children blend the following sounds to say syllables.

/t/ /e/ /n/ . . . /n/ /i/ /s/ **/r/ /o/ /k/ . . . /e/ /t/**

/h/ /a/ /p/ . . . /p/ /e/ /n/ **/d/ /i/ /s/ . . . /k/ /u/ /s/**

Spiral Review

FINAL PHONEME IDENTITY Remind children that they have learned about the sounds in words. Tell them that they are now going to listen for the ending sounds in words. Say: **I will say three words: *mud, bad, red*. Say the words with me. The ending sound is the same in each word, /d/.** Have children repeat each set of words and tell what sound is the same. Then have them name the sound.

bus, gas, yes	**wrap, cup, stop**
ham, room, drum	**rub, cab, knob**
fit, coat, neat	**wig, bag, log**

Objectives

- *To blend sounds and say words*
- *To identify common final sounds in words*

ADVANCED

Blend More Words Have children try blending words with consonant blends. Use words such as /g/ /l/ /a/ /d/ (glad), /t/ /r/ /i/ /p/ (trip), /s/ /w/ /i/ /m/ (swim), /s/ /p/ /o/ /t/ (spot).

Professional Development

Podcasting: Phoneme Blending, Gr. K

Relate *Jj* to /j/

phonics

Objective

- *To match the letter Jj to the sound /j/*

Materials

- *Sound/Spelling Card Jj*
- copies of letter card *j*, *Teacher Resource Book*, pp. 49–52
- *Letter/Sound Rhymes Chart 22*
- *Photo Cards: elephant, jacks, jellyfish, jump rope, raccoon, sandwich*
- pocket chart
- *Teacher Resource Book*, p. 81
- paper
- scissors
- glue
- crayons

Phonics Resources

Phonics Practice Book, pp. 107–108

Refer to *Sounds of Letters CD* Track 17 for pronunciation of /j/.

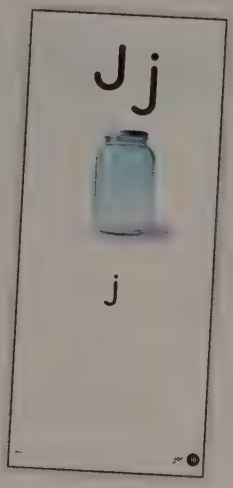
Start with the Sound

DEVELOP PHONEMIC AWARENESS OF /j/ (Initial Position) Say the words *jump* and *juice* and have children repeat the words. Tell them that *jump* and *juice* begin with /j/. Have children say /j/ several times.

Teach/Model

Routine Card 12

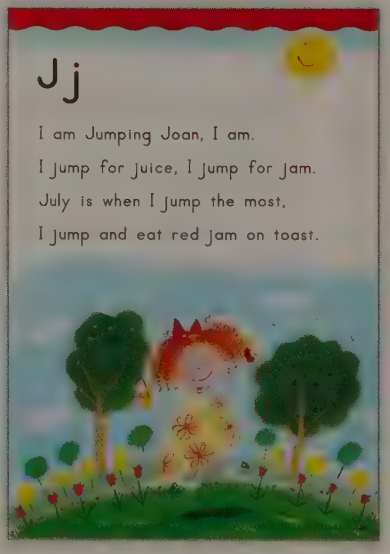
CONNECT LETTER AND SOUND Display *Sound/Spelling Card Jj*. Ask: **What is the name of this letter? The letter *j* stands for /j/, the sound at the beginning of *jar*. Say /j/.** Have children repeat the sound as you touch the letter on the card several times. Play the sound on the *Sounds of Letters CD*.



▲ **Sound/Spelling Card Jj**

DISCRIMINATE /j/ Give children each a letter card *j* (*Teacher Resource Book*, pages 49–52). Say: **If I say a word that begins with /j/, hold up the card and say /j/. If the word does not begin with /j/, hold your card behind your back.** Say the words *bench, joke, jungle, jam, work,* and *jacket*.

Display *Letter/Sound Rhymes Chart 22*. Read the rhyme aloud, tracking the print. Point to and read the *Jj* words. Have children repeat them. Read the rhyme again.



▲ **Letter/Sound Rhymes Chart 22**

5-DAY PHONICS

DAY 1	Introduce *Vv*
DAY 2	Relate *Vv* to /v/
DAY 3	Introduce *Jj*
DAY 4	Relate *Jj* to /j/
DAY 5	Review /v/*v*, /j/*j*

Guided Practice

IDENTIFY /j/ Tell children they are going to help you find some pictures whose names begin with /j/. Say: I **will show you a picture. I want you to say the picture's name with me. If the picture name begins with /j/, we can put the card in the pocket chart.**

Hold up unlabeled *Photo Card jump rope*. Have children say the picture name with you: **jump rope.** Ask: **Does *jump rope* begin with /j/? Should I put this card in the pocket chart?** Repeat the procedure with the remaining *Photo Cards*. After all the cards have been named, point to and say the picture names in the pocket chart.

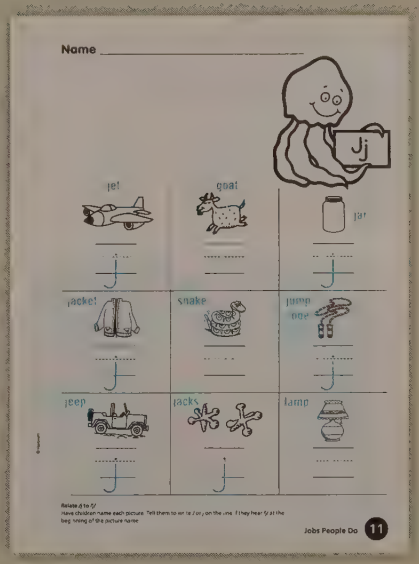
Independent Practice

IDENTIFY /j/ Distribute copies of *Teacher Resource Book* page 81. Have children say each picture name. Tell them that they are going to cut out the pictures of things whose names begin with /j/ and glue them to the paper. Then have them label the page with *Jj*.

E L L

Differentiating /j/ and /y/

Spanish speakers may have trouble discriminating between the /j/ and /y/ sounds. Give them practice discriminating the beginning sound in these words: *jam/yam; joke/yolk; Jack/yak; jet/yet*



▲ **Practice Book, p. 11**

Reading

Apply Phonics

Objectives

- *To identify words with /j/j*
- *To read simple words in connected text*

Materials

- *Photo Cards: boy, hammer, jacks, jellyfish, jump rope, pan*
- *High-Frequency Word Cards: are, they*
- pocket chart
- *Decodable Book 13: A Big Mess*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  are, they, the

▲ Decodable Book 13

Review

READ WORDS Write the word *job* on the board. Model blending the sounds as you run a finger under each letter. Say: **/j//o//b/. Say it with me. /j//o//b/. *Job.*** Run a finger under the letters, having children read the word. Follow the same procedure to blend and read *Jill* and *van*.

REVIEW HIGH-FREQUENCY WORDS Place the *High-Frequency Word Cards are* and *they* in the pocket chart. Have children point to and read the words.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *A Big Mess*. Invite a volunteer to read the title. Tell children that this book is about a girl who gets messy while trying to clean a pig. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Review High-Frequency Words Have children review the high-frequency words *are* and *they* before reading *A Big Mess*. Then model how to blend the words on the first page before they read.

ON-LEVEL

Read and Reread Ask children to follow along in their own books as you read *A Big Mess*. Then guide children through the story, using the Monitor Comprehension questions.

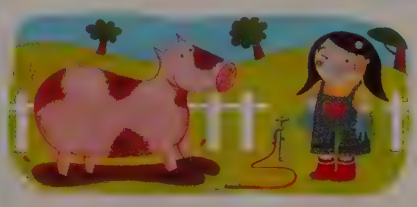
ADVANCED

Act It Out Have partners read *A Big Mess* together. During a rereading, children can use props to act out the story.

ELL

Read and Pantomime Read each page of *A Big Mess* aloud and pantomime the action. Have children repeat the words and actions with you. Then guide them through the story, using the Monitor Comprehension questions.

Monitor Comprehension



Jill has a big job.
Pig is a mess.

2

Jill got Pig wet.
Pig got Jill wet.

3

They are a mess!

4

Jill got Pig on a box.
Pig will not sit.

5

Pig hid in a van.
Jill got in the van.

6

They are in the van.
Jill got Pig in a net.

7

Pig is mad.
Pig is not a mess.

8

1 **PROBLEM/SOLUTION** **What is Jill's problem?** (She can't catch Pig to clean him.) **How does she solve her problem?** (She catches Pig in a net and washes him.)

2 **EXPRESS PERSONAL OPINIONS** **How would you catch Pig if you had to clean him?** (Responses will vary.)

Build Fluency

Repeated Reading Have children reread *A Big Mess* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Main Idea

Comprehension

Tested

Objectives

- *To listen to and respond to a story*
- *To identify the main idea of a story*

Materials

- *Library Book: Zara's Hats*
- *Story Retelling Cards: Zara's Hats*
- *Big Book of Rhymes and Poems*, p. 33

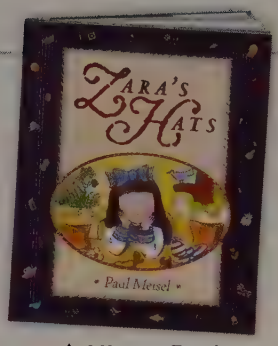
"RESEARCH SAYS"

"Explicit, teacher-led instruction in think aloud is an effective means to enhance students' comprehension monitoring abilities."

—Baumann, Seifert-Kessell, & Jones (1992, p. 164)

Review

BEFORE READING Remind children that the main idea of a story is what the story is mostly about. Mention that sometimes the title of a book is a clue to the most important idea of a book.



▲ **Library Book** ***Zara's Hats***

Tell children that they are now going to listen to *Zara's Hats* again. Tell them that they will listen to figure out the main idea of the story.

Think Aloud **As I read this story again, I'm going to think about what it is mostly about. Is it mostly about Zara's mom and dad, or is it about Zara? I'm also going to think about the important things that happen in the story.**

Practice/Apply

DURING READING As you read the story aloud, pause at appropriate points to talk about what is happening with Zara and the hats.

AFTER READING Discuss the story with children. Ask:

- **What is the main idea of the story?** (Zara makes hats to help her family.)
- **Zara and her family lived long ago, before there were cars. What else is different about how people lived in the past?** Talk about the time period of the story. Help children formulate "how" and "why" questions about life in the past. Have them record or dictate questions for investigation.

Respond to Literature

RETELL AND RESPOND Have children use the *Story Retelling Cards* to retell the story. Have partners or small groups discuss the characters and events and identify the main idea. Some children may want to act out parts of the story, or use art materials to make a hat of their own.

▲ Story Retelling Cards 1–6, *Zara's Hats*

READ AND RESPOND TO A POEM Display page 33 of the *Big Book of Rhymes and Poems*. Read the poem "Yesterday's Paper" aloud. Have children brainstorm and write about things they could make from a newspaper, like Zara made new decorations for hats.

MONITOR PROGRESS

Comprehension: Main Idea

IF	THEN
children have difficulty identifying the main idea,	point out details in the story that support the main idea.

Small-Group Instruction, p. S23:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Build Robust Vocabulary

Listening/Speaking: *Words from the Library Book*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

Student-Friendly Explanations

adore To *adore* someone or something means to love that person or thing a lot.

melancholy If you are *melancholy*, you are thinking about something that makes you sad.

exquisite Something *exquisite* is very special and beautiful.

ADVANCED

Name Synonyms Challenge children to name other words that mean almost the same thing as the vocabulary words.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *adore, melancholy,* and *exquisite*. Then discuss each word, using the following examples.

adore

- **Which word is the opposite of *adore—love* or *hate?***
- **If you adore flowers, would you grow roses or tomatoes in your garden? Why?**
- **How can you show people in your family that you adore them?**

melancholy

I'm going to mention some events that would make you feel different ways. Show me a happy face. How about a surprised face? Now show me a melancholy face. Make one of those faces for each thing I say:

- **You find five dollars on the ground.**
- **Your pet is sick.**
- **Your mom or dad has to go away for a whole week.**
- **The weather is very bad and you have to play inside.**

exquisite

Which of these people might wear exquisite clothes or jewelry?

- **a king**
- **a child getting ready for bed**
- **a gardener**
- **a princess**
- **a movie star**

Shared Writing

Dialogue

Write Together

BRAINSTORM Remind children that dialogue is the words that people or characters say. Reread the poem "Slippery Sam" on page 44 of the *Big Book of Rhymes and Poems* and invite children to act it out as you read. Then choose one child to play the part of Slippery Sam. Children can ask him or her questions, or "Sam" can talk about his adventures on the moon.

SHARE THE PEN As children talk with Slippery Sam, choose one of the sentences they say to write on chart paper. Ask volunteers to help you write some of the words and letters. If there is time, let another child have a chance to be "Sam" and continue writing their sentences.

"Hi, I'm Slippery Sam."

"Why did you sweep the moon?"

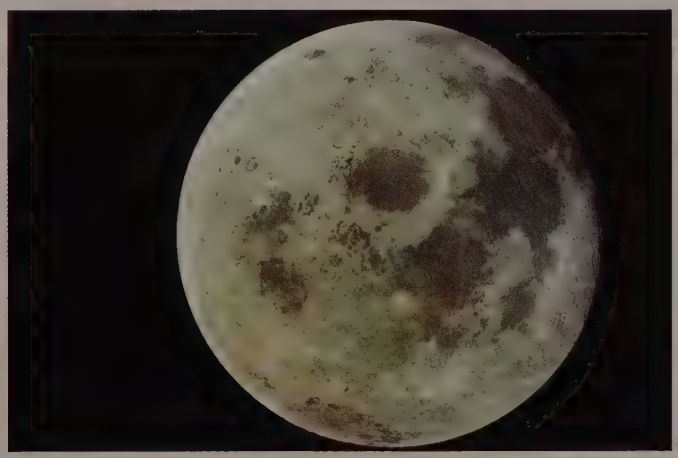
"How could you breathe up there?"

"Take me with you next time!"

WRITING TRAIT **CONVENTIONS** Remind children that when writing dialogue, we put quotation marks around the words that someone says. Model for children how to trace large quotation marks in the air with a finger.

Share

READ THE DIALOGUE Read the dialogue aloud. Save the dialogue for review on Day 5.



Objective

- *To write dialogue*

Materials

- *Big Book of Rhymes and Poems*, page 44
- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write a Question Have children write a question they would like to ask a friend. They can draw a picture to go with the question.

E L L

Develop Vocabulary Give pairs of children a picture or object to talk about. As they have a dialogue, repeat some of their ideas: **Manuel said he likes the toy. Asia said she has one at home.**

Warm-Up Routines

Day at a Glance

Day 5

Phonemic Awareness
- Phoneme Blending

phonics
- Review /v/v, /j/j

High-Frequency Words
- Review: *are they*

Reading
- *Decodable Book 14: Van in a Jam*

▲ Decodable Book 14

Comprehension
Focus Strategy

Review: Generate Questions
- *Read-Aloud Anthology:* "Caps for Sale," pp. 62–65

Robust Vocabulary
- Review: *protecting, volunteer, responsible, adore, melancholy, exquisite*

Writing
- Independent Writing: Dialogue

Begin with a Rhyme

Objective *To recite a rhyme*

RECITE A RHYME Talk with children about a cobbler's job. Tell them that a cobbler fixes shoes. Begin tapping a steady beat, like that of a cobbler's hammer, and encourage children to join in. When most children are on the beat, recite the rhyme in rhythm, using pantomime and an expressive voice. Repeat the rhyme several times, encouraging children to join in on the words and the actions.

Cobbler, cobbler, mend my shoe.
Get it done by half past two.
Half past two is much too late!
Get it done by half past eight.

Oral Language

Objective *To share ideas, speaking in complete, coherent sentences*

USE COMPLETE SENTENCES Display any of the following: a shoe, a book, a pencil, a chair, a fresh food. Choose one of the items and invite children to brainstorm names of workers whose jobs might be connected to it. For example, for the shoes, different workers make them, put them in a box, drive them to a store, sell them to a customer, and repair them when they get worn. Encourage children to use complete sentences as they talk about the jobs that are related to each item.

Phonemic Awareness

Phoneme Blending Tested

Review

BLEND SOUNDS Remind children that they can blend sounds to say words. Then model how to blend sounds to say words.

Think Aloud **I am going to say some sounds. Listen: /j/ /o/ /b/. Now I'm going to blend the sounds together to make a word: *job*. I can blend sounds to say syllables, too. Listen: /b//a//k/. . . /p//a//k/. /b//a//k/; the first syllable is *back*-. /p//a//k/; the next syllable is *-pack*. The word is *backpack*.**

Practice/Apply

INDEPENDENT PRACTICE Have children blend the sounds to say the following words.

/g/ /o/ /t/ (got)	/s/ /e/ /t/ (set)	/l/ /e/ /s/ (less)
/k/ /i/ /k/ (kick)	/d/ /u/ /k/ (duck)	/m/ /a/ /n/ (man)
/b/ /a/ /g/ (bag)	/t/ /i/ /n/ (tin)	/l/ /o/ /k/ (lock)

Then have children blend the following sounds to say syllables.

/m/ /i/ /t/ . . . /t/ /e/ /n/	/b/ /i/ /s/ . . . /k/ /i/ /t/
/l/ /e/ /s/ . . . /s/ /u/ /n/	/f/ /a/ /b/ . . . /r/ /i/ /k/

Spiral Review

FINAL PHONEME CATEGORIZATION Tell children that now you want them to listen to the ending sounds in groups of words you will say. Tell them to listen for the ending sound that is different in each set of words. Say: **Listen to these three words: *tan, job, pen*. Say the words with me. *Tan* and *pen* end with /n/. *Job* ends with /b/. *Job* is the word with a different ending sound.** Have children repeat each set of words and name the word that has a different ending sound than the other two.

hat, set, box (box)	**job, hen, pan** (job)
fig, cub, sag (cub)	**quiz, said, need** (quiz)
head, leaf, roof (head)	**tap, drip, cot** (cot)

Objectives

- *To blend sounds and say words*
- *To identify the word in a set of words that has a different final sound*

BELOW-LEVEL

Choral Blending Assign three children the sounds in the word *got*. Have the first child say /g/, the second child say /o/, and the third child say /t/. Have children say their sounds to produce *got*. Use the activity for other words in the list.

Professional Development

Podcasting: Phoneme Blending, Gr. K

Review /v/v, /j/j

phonics Tested

Objective

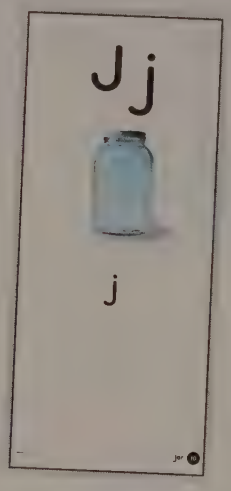
- *To discriminate /v/v, /j/j*

Materials

- *Sound/Spelling Cards Vv, Jj*
- *Photo Cards: van, vase, violin, jacks, jellyfish, jump rope*
- *Alphabet Cards: V, J*
- copies of letter cards *v, j, Teacher Resource Book*, pp. 49–52

Review

CONNECT LETTERS AND SOUNDS Place *Sound/Spelling Card Vv* on the chalk ledge. Ask: **What sound do you hear at the beginning of *vest*? What letter stands for /v/ at the beginning of *vest*?** Repeat the process with *Sound/Spelling Card Jj*.

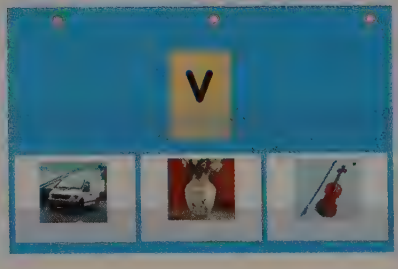


▲ **Sound/Spelling Card Jj**

▲ **Sound/Spelling Card Vv**

Practice/Apply

DISCRIMINATE /v/*v* and /j/*j* One at a time and in random order, display the unlabeled *Photo Cards van, vase, violin, jacks, jellyfish* and *jump rope*. Have children name each picture and tell whether the picture name begins with *v* or *j*. Have them sort the *Photo Cards* according to their initial letters.



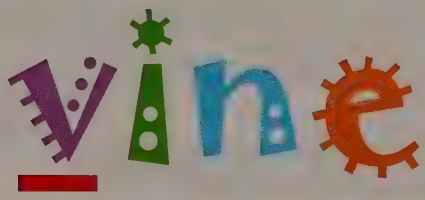
5-DAY PHONICS

DAY 1	Introduce *Vv*
DAY 2	Relate *Vv* to /v/
DAY 3	Introduce *Jj*
DAY 4	Relate *Jj* to /j/
DAY 5	Review /v/ *v*, /j/ *j*

Independent Practice

DISCRIMINATE /v/*v* and /j/*j* Give each child letter cards for *v* and *j* (*Teacher Resource Book*, pp. 49–52). Say: **I am going to say some words. If the word begins with /v/, hold up the *v* card and say /v/. If the word begins with /j/, hold up the *j* card and say /j/.**

- Say the following words for children: *vine, jam, jacket, van, jump, voice, valley, jelly, joy.*



ELL

Develop Vocabulary Show children pictures or objects to help them understand any unfamiliar words in the Practice activity.

Reading

Apply Phonics

Objectives

- *To decode words*
- *To read simple words in connected text*

Materials

- *High-Frequency Word Cards: are, they*
- pocket chart
- *Decodable Book 14: Van in a Jam*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  are, they, go, look, the

▲ Decodable Book 14

Review

READ WORDS Write the word *jam* on the board. Model blending the sounds as you run a finger under each letter. Say: **/j//a//m/. Say it with me. /j//a//m/. *Jam.*** Run a finger under the letters, having children read the word. Follow the same procedure to blend and read *van, Vic, Jen, Jan,* and *job*.

REVIEW HIGH-FREQUENCY WORDS Place *High-Frequency Word Cards are* and *they* in the pocket chart. Ask volunteers to read each word. Point to the words repeatedly and at random, having children say the word you point to each time.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *Van in a Jam*. Invite a volunteer to read the title. Tell children that this book is about a van driver who finds a way to get out of a traffic jam. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Chime In Read through *Van in a Jam* once as children follow along in their own books. On a second reading, encourage children to chime in with you.

ON-LEVEL

Paired Reading Have partners read *Van in a Jam* together. Children can take turns reading alternate pages. Use the Monitor Comprehension questions to gauge their understanding of the story.

ADVANCED

Independent Reading Encourage children to read *Van in a Jam* on their own. Ask them to find words in the story that begin with /v/ and /j/.

ELL

Develop Vocabulary Help children understand that the word *jam* has more than one meaning. Explain that in this story the word *jam* means traffic that is stopped or slowed down.

Jan has a big job.
Jan will get in the van.

2

Vic will get in.
Jen will get in.

3

The van will go.

4

The van can not go.
They are in a jam.

5

Jen is hot.
Vic is mad.

6

Jan can get a map.
Jan will look at it.

7

The van can go.
It is not in a jam.

8

Monitor Comprehension

1. **DRAW CONCLUSIONS** **What is Jan's job?** (She drives a van.)
2. **RELATE PICTURES TO TEXT** **Why can't the van move?** (It is stuck in traffic.)
3. **EXPRESS PERSONAL OPINIONS** **Would you like to be in a traffic jam? Why or why not?** (Reponses will vary.)

Build Fluency

Repeated Reading Have children reread *Van in a Jam* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Generate Questions

Comprehension

Objectives

- *To listen to and respond to a story*
- *To generate questions about a story*

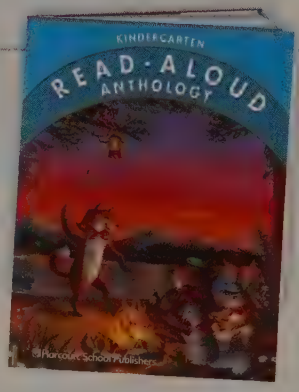
Materials

- *Read-Aloud Anthology:* "Caps for Sale," pp. 62–65
- chart paper
- marker

Review

GENERATE QUESTIONS Display the Question/Answer chart from Day 3, page T297. Recall with children that you used the chart to write questions about *Zara's Hats*. Discuss how thinking of questions helped them to better understand the story.

Tell children that today you will read another story. Explain that as you read, you will think of questions you have about this story.



▲ **Read-Aloud Anthology "Caps for Sale," p. 62**

Routine Card 17

Read the title of the story to children. Ask:

- **What do you think the story will be about?**
- **Who do you think will sell the caps?**

Question	Answer
Who will sell the caps?	

DURING READING As you read, model for children how to generate questions about the story. Record the questions on the chart. Answer the questions as you continue to read.

Think Aloud **The title of the story says that there are caps for sale. I wonder who will sell them. That is a question I have: Who will sell the caps?**

Practice/Apply

GUIDED PRACTICE Invite children to listen responsively as you read aloud the classic story "Caps for Sale." Children can chime in on the repetitive line "You monkeys, you!" and make the sound of the monkeys: "Tsz, tsz, tsz."

As you read, pause to let children ask a question if they do not understand something. After reading, review the questions and help children answer them.

Question	Answer
Who will sell the caps?	a peddler
Why does the peddler have so many caps?	He sells them for fifty cents a cap.
How will the peddler get his caps back from the monkeys in the tree?	He throws his cap on the ground, and the monkeys copy him.

RESPOND Reread the story, asking children to join in on repeated dialogue. Then lead them in acting out the story as a group. You may wish to draw the stack of caps on the board to help children remember the order.

ELL

Pantomime and Describe Actions

To support children in responding to the story, pantomime and describe the actions of the peddler and the monkeys. Have children pantomime and say the actions with you.

Build Robust Vocabulary

Listening/Speaking: *Weekly Review*

Objectives

- *To develop robust vocabulary through meaningful experiences*
- *To understand and use new vocabulary*

Robust Vocabulary

protecting	adore
volunteer	melancholy
responsible	exquisite

MONITOR PROGRESS

Robust Vocabulary

IF	THEN
children do not demonstrate understanding of the words,	provide sentences and ask questions, such as I adore dancing. Do I like dancing or not?

Small-Group Instruction, pp. S24–S25:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Review

USE ROBUST VOCABULARY Tell children that they have learned some interesting words this week: *protecting, volunteer, responsible, adore, melancholy,* and *exquisite*. Remind children of the words' Student-Friendly Explanations as necessary. Ask the following questions to gauge children's understanding of the words.

- **Which would you call *exquisite*, a butterfly or a caterpillar? Why?**
- **Name something that makes you feel *melancholy*. What could you do to make yourself feel better?**
- **Who is *responsible* for flying a plane? Who is responsible for making our school run smoothly?**
- **What is a wild animal that you *adore?* What is a wild animal that you do *not* adore?**
- **What can *protect* you from the rain? What can protect you from the sun?**
- **Do you think it would be fun to be a *volunteer* in our school? Why or why not?**

Have children demonstrate understanding of some words by telling them to

- show how a mother bear might protect its cub.
- describe an exquisite flower.
- name classroom jobs and tell who is responsible for each job.
- pantomime something a volunteer might do in a hospital.

Independent Writing

Dialogue

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Shared Writing
DAY 5	Independent Writing

Write Independently

REVIEW DIALOGUE Remind children that they have worked on writing dialogue this week. Display the dialogue from the Writing activities on Days 2, 3, and 4, and review the features of dialogue.

WRITING TRAIT **CONVENTIONS** Remind children that quotation marks go before and after the words that someone is saying.

WRITE DIALOGUE Show children a comic strip in which the characters' dialogue is written in speech balloons. Have children note that the pointed end of each balloon seems to be coming from the character's mouth, to help readers know who is talking. Tell children they are going to draw a picture and write dialogue in a speech balloon.

- Have children brainstorm people, animals, or story characters they would like to write about.
- Invite a few volunteers to share their ideas about what their people or characters might be saying.
- Remind children to leave room in their picture for a speech balloon above the head of the person or animal who is talking.

Share

READ THE DIALOGUE Invite volunteers to display their picture and read their dialogue aloud. Discuss with children what they have learned about writing dialogue.

Objective

- *To write dialogue*

Materials

- dialogue from Days 2, 3, and 4 Writing activities, pages T283, T299, T309
- paper
- pencils
- crayons

Writing Prompt

Self-Selected Writing Have children write and draw about anything they would like. If they have difficulty thinking of a topic, have them ask two friends what they're going to write about.

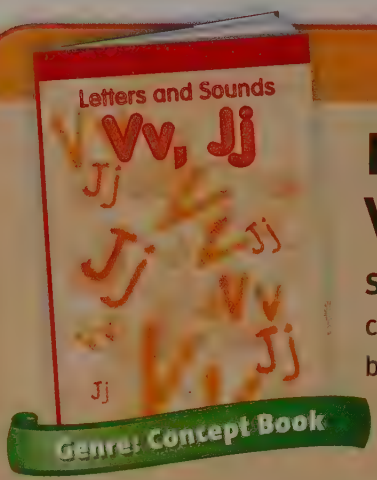
BELOW-LEVEL

Use Dictation Have children dictate the line of dialogue. Encourage them to write words or letters that they know. Then read the words back to children.

▲ **Writer's Companion, pp. 50–51**

Leveled Readers

Reinforcing Skills and Strategies



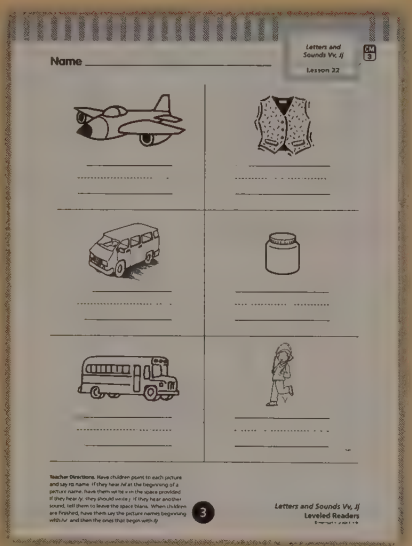
BELOW-LEVEL

Letters and Sounds Vv, Jj

SUMMARY Children identify pictures of common objects and animals whose names begin with *v* or *j*.

- phonics: Consonants /v/*v*, /j/*j*

LEVELED READER TEACHER GUIDE



▲ Leveled Reader Teacher Guide, p. 3

Before Reading

BUILD BACKGROUND/SET PURPOSE Display *Sound/Spelling Cards Vv* and *Jj* and unlabeled *Photo Cards jacks, jellyfish, jump rope, vacuum, van, vase, vest,* and *violin*. Have children name each picture, and sort the *Photo Cards* on top of the *Sound/Spelling Cards*. Explain that they will read a book about these two letters. Suggest that children read to find words that begin with *v* or *j*.

Reading the Book

FIRST READING During the first reading, be sure children are saying the correct word for each picture. (See the Photo Index on the inside back cover.) Say each picture name with children, emphasizing the beginning sound.

SECOND READING Ask children to read the book again. Have them say each picture name, tapping the letter at the bottom of the page as they say the beginning sound. Ask: **What sound do you hear at the beginning of [van]? Tap the letter that stands for /v/.** Children may also trace the letter with a finger.

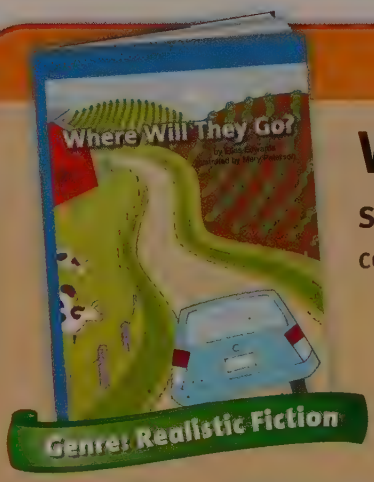
CONNECT SOUNDS TO LETTERS Give pairs of children *Magnetic Letters v* and *j*. As they reread the book, have partners match a magnetic letter to the correct letter on the page.

www.harcourtschool.com/storytown

GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online



ON-LEVEL

Where Will They Go?

SUMMARY Two boys and their parents travel by cab, train, and van to reach Grandmother's farm.

- phonics : **Consonants /v/*v*, /j/*j***
- **High-Frequency Words:** *are*, *they*
- Focus Skill **Main Idea: Introduce**

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children if they have ever taken a cab, train, or a plane ride. Invite children to share details of their experiences. Invite a child to read aloud the title and describe what is happening in the cover illustration. Ask children to use the title and illustration to predict what might happen in the book. Suggest that children read to find out if their predictions are correct.

Reading the Book

PAGES 2–5 **NOTE DETAILS** **How does the family travel?** (Possible response: in a cab, plane, and van)

PAGES 6–8 **DRAW CONCLUSIONS** **Why does the family take the trip?** (Possible response: They are visiting Grandmother.)

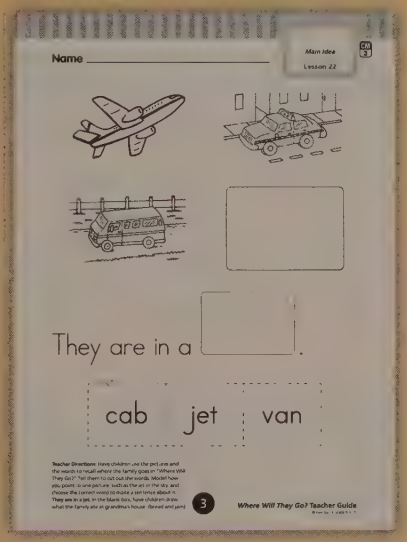
REREAD FOR FLUENCY Have pairs of children alternate reading pages in the book. Encourage them to read with proper inflection, especially when they see a sentence ending with a question mark or an exclamation point.

Think Critically

(See inside back cover for questions.)

1. **MAIN IDEA** traveling
2. **NOTE DETAILS** Possible responses: A cab driver drove them to the airport. An airport employee helped the family with their baggage.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE

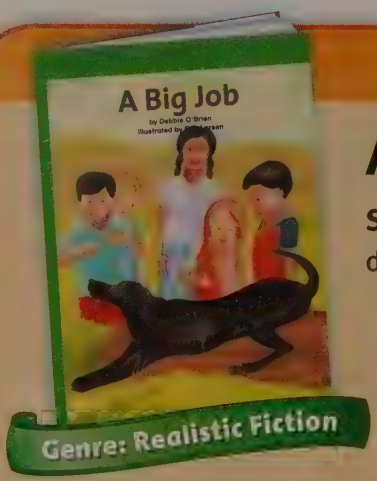


▲ Leveled Reader Teacher Guide, p. 3

Leveled Readers

Reinforcing Skills and Strategies

ADVANCED



A Big Job

SUMMARY Five children work together to give a dog a bath.

- phonics: **Consonants /v/*v*, /j/*j***
- **High-Frequency Words:** *are*, *they*
- **Main Idea** (Focus Skill)

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask a child to read aloud the title of the book and tell about the cover illustration. Have children predict what the story might be about. Tell children that there are words in the story that they might not know: *boys, girls, dry*. Write the words on the board, read them aloud with children, and discuss their meanings. Ask children what they think the job in the story might be. Then have children set their own purpose for reading.

Reading the Book

PAGES 2–5 **NOTE DETAILS** **What is Ed's job?** (Possible response: to toss in the soap and mix it up)

PAGES 6–8 **DRAW CONCLUSIONS** **Why are the children able to do such a big job?** (Possible response: because everyone works together)

REREAD FOR FLUENCY Have partners alternate reading pages of the book to each other. Then have them switch parts and reread. Encourage them to read with expression.

Think Critically

(See inside back cover for questions.)

1. **MAIN IDEA** giving a dog a bath
2. **DRAW CONCLUSIONS** because the dog is very big and very muddy
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE

▲ **Leveled Reader Teacher Guide, p. 3**

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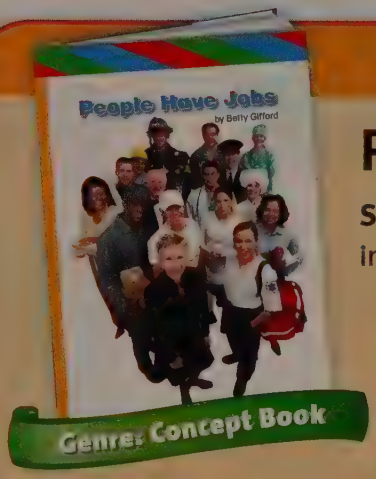
GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online



ELL

People Have Jobs

SUMMARY Children read about jobs people do in their community.

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Before Reading

BUILD BACKGROUND/SET PURPOSE Tell children that they will be reading about jobs people do. Name some common jobs and have children pantomime what these people do. Read aloud the title to children and talk about the image on the cover.

Reading the Book

PREVIEW THE STORY Have children page through the book and name jobs they know about. Encourage their efforts: **Yes, he is a firefighter.**

RELATE PICTURES TO TEXT Have children follow along as you point to the pictures and read the text. Invite them to repeat the words and pantomime the job pictured. Encourage children to use this sentence frame as they discuss the pages: **Look at the [firefighter].**

REREAD FOR FLUENCY Invite partners to take turns naming each job as they reread the story.

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Lesson 23

WEEK AT A GLANCE

Phonemic Awareness
Phoneme Segmentation

Phonics
Word Building

Phonograms *-et, -eg*

High-Frequency Words
she, good

Reading
Decodable Book 15: The Bad Leg

Decodable Book 16: Get the Bell

Literature
Big Book: *My Teacher Can Teach. . .Anyone!* by W. Nikola-Lisa

Library Book: *Bravo, Maurice!* by Rebecca Bond

Read-Aloud Anthology: "Pig Pig Gets a Job" by David McPhail

Comprehension
Main Idea

Answer Questions

Robust Vocabulary
appreciate, grace, host, lush, marvelous, constantly

Writing
Form: Story

Trait: Ideas

= Focus Skill = Focus Strategy = Tested Skill

Lesson 23

Digital CLASSROOM

GO online www.harcourtschool.com/storytown

To go along with your print program

FOR THE TEACHER

Prepare

- GO online Professional Development *in the Online TE*
- Videos for Podcasting

Plan & Organize

- GO online Online TE & Planning Resources*

FOR THE STUDENT

Read

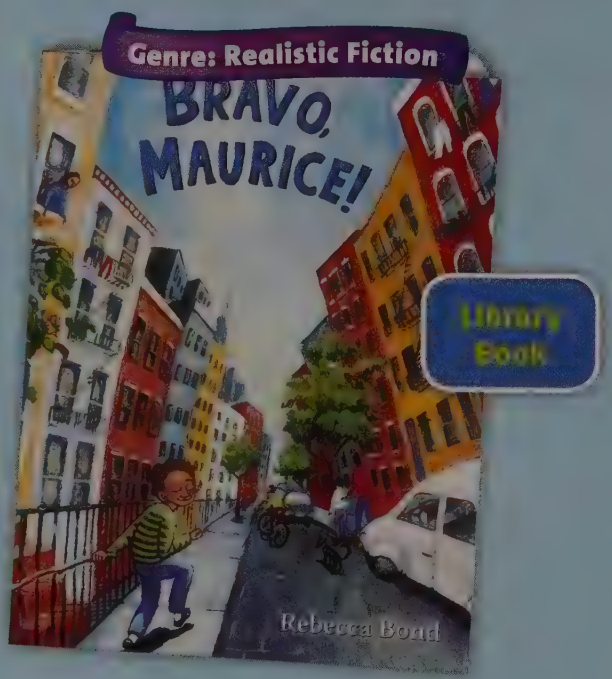
- GO online Leveled Readers

Practice & Apply

- Splash into Phonics CD-ROM

**Also available on CD-ROM*

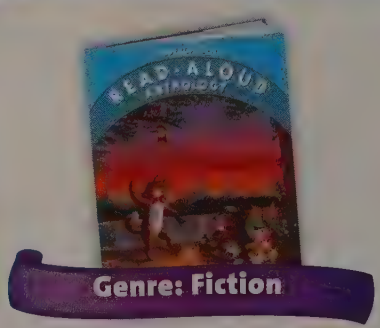
Literature Resources



◀ **Audiotext** *Big Book selections are available on Audiotext.*

ADDITIONAL READING

Decodable Books
The Bad Leg
Get the Bell

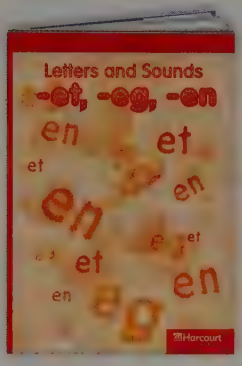


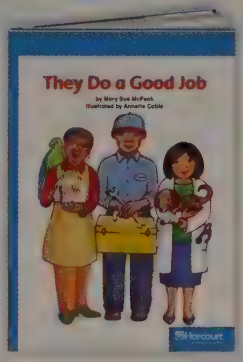
Read-Aloud Anthology
"Pig Pig Gets a Job," pp. 66–67

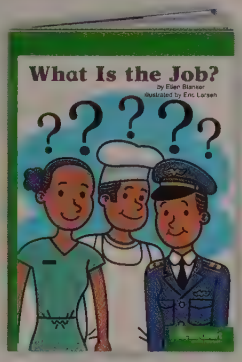
Big Book of Rhymes and Poems
"Things That Sing," p. 16

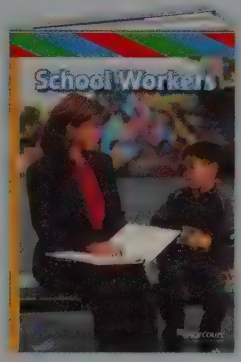
Support for Differentiated Instruction

GO online LEVELED READERS









BELOW-LEVEL ON-LEVEL ADVANCED

ELL

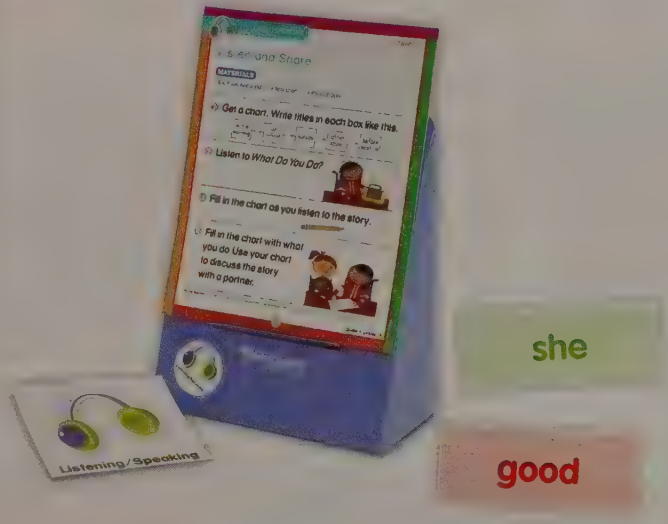
ADDITIONAL RESOURCES

◀ **Strategic Intervention Resource Kit, Lesson 23**

ELL

◀ **ELL Extra Support Kit, Lesson 23**

◀ **Challenge Resource Kit, Lesson 23**


Get a chart. Write titles in each box like this.
Listen to What Do You Do?
Fill in the chart as you listen to the story.
Fill in the chart with what you do. Use your chart to discuss the story with a partner.
Listening/Speaking
she
good

- Literacy Center Kit
- Practice Book, pp. 12–16
- Photo Cards
- Alphabet Cards
- High-Frequency Word Cards
- Word Builders and Word Builder Cards
- Write-on/Wipe-off Boards

LESSON 23

Go online Online TE & Planning Resources

90+ Minutes

Suggested Lesson Planner

	Day 1	Day 2
Step 1 Whole Group (20-60+ Minutes)		
Daily Routines • *Begin the Day* • *Oral Language Practice* • *Phonemic Awareness*	**BEGIN WITH A FINGER PLAY**, p. T336 **ORAL LANGUAGE**, p. T336 **PHONEMIC AWARENESS**, p. T337 Phoneme Segmentation	**BEGIN WITH A PANTOMIME ACTIVITY**, p. T348 **ORAL LANGUAGE**, p. T348 **PHONEMIC AWARENESS**, p. T349 Phoneme Segmentation
Word Work • phonics • *High-Frequency Words*	phonics, p. T338 Word Blending **HIGH-FREQUENCY WORDS**, p. T340 Introduce: *she*	phonics, p. T350 Word Building **HIGH-FREQUENCY WORDS**, p. T352 Review: *she*
Skills and Strategies • *Comprehension* • *Reading* • *Listening/Speaking Vocabulary*	**COMPREHENSION**, p. T341 Review: Main Idea **READING**, p. T341 Big Book: *My Teacher Can Teach. . .Anyone!* **BUILD ROBUST VOCABULARY**, p. T346 Introduce: *appreciate, grace, host* ▲Big Book	**COMPREHENSION**, p. T353 Review: Main Idea **READING**, p. T353 Big Book: *My Teacher Can Teach. . .Anyone!* **BUILD ROBUST VOCABULARY**, p. T360 Review: *appreciate, grace, host* ▲Big Book
Step 2 Small Groups (45+ Minutes)	**Suggestions for Differentiated Instruction** *(See pp. T330–T331.)*	
Step 3 Whole Group (15-20+ Minutes) **Language Arts** • *Writing*	**MODELED WRITING**, p. T347 Introduce: Story **WRITING TRAIT: Ideas** Writing Prompt *Draw and write about someone who has taught you how to do something.*	**MODELED WRITING**, p. T361 Review: Story **WRITING TRAIT: Ideas** Writing Prompt *With a partner, write a line of dialogue that the characters in the story might say.*

= Focus Skill = Focus Strategy = Tested Skill

Skills at a Glance

phonics
- Word Building Phonograms *-et*, *-eg*

Comprehension
- Main Idea
- Answer Questions

Phonemic Awareness
- Phoneme Segmentation

Vocabulary
- **HIGH-FREQUENCY:** *she*, *good*
- **ROBUST:** *appreciate, grace, host, lush, marvelous, constantly*

Day 3

BEGIN WITH A RHYME, p. T362

ORAL LANGUAGE, p. T362

PHONEMIC AWARENESS, p. T363
Phoneme Segmentation

phonics, p. T364
Word Building

HIGH-FREQUENCY WORDS, p. T366
Introduce: *good*

COMPREHENSION, p. T367
Review: Answer Questions

READING, p. T367
Library Book: *Bravo, Maurice!*

▲Library Book

BUILD ROBUST VOCABULARY, p. T376
Introduce: *lush, marvelous, constantly*

Day 4

BEGIN WITH A POEM, p. T378

ORAL LANGUAGE, p. T378

PHONEMIC AWARENESS, p. T379
Phoneme Segmentation

phonics, p. T380
Phonogram *-et*

HIGH-FREQUENCY WORDS, p. T382
Review: *she*, *good*

READING, p. T382
Decodable Book 15: *The Bad Leg*

▲Decodable Book

COMPREHENSION, p. T384
Review: Main Idea

READING, p. T384
Library Book: *Bravo, Maurice!*

▲Library Book

BUILD ROBUST VOCABULARY, p. T386
Review: *lush, marvelous, constantly*

Day 5

BEGIN WITH A SONG, p. T388

ORAL LANGUAGE, p. T388

PHONEMIC AWARENESS, p. T389
Phoneme Segmentation

phonics, p. T390
Phonogram *-eg*

HIGH-FREQUENCY WORDS, p. T392
Review: *she*, *good*

READING, p. T392
Decodable Book 16: *Get the Bell*

▲Decodable Book

COMPREHENSION, p. T394
Review: Answer Questions

READING, p. T394
Read-Aloud Anthology: "Pig Pig Gets a Job"

▲Read-Aloud Anthology

BUILD ROBUST VOCABULARY, p. T396
Review: *appreciate, grace, host, lush, marvelous, constantly*

BELOW-LEVEL ON-LEVEL ADVANCED ELL

SHARED WRITING, p. T377
Review: Story

WRITING TRAIT: Ideas

Writing Prompt *Draw and write about a job you would like to have.*

SHARED WRITING, p. T387
Review: Story

WRITING TRAIT: Ideas

Writing Prompt *Draw a picture of a place that you would like to visit in Maurice's city or in another city. Write a caption for your picture.*

SHARED WRITING, p. T397
Review: Story

WRITING TRAIT: Ideas

Writing Prompt *Write and draw about anything you would like.*

Suggested Small-Group Planner

45-60+ Minutes

	Day 1	Day 2
BELOW-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reteach Phoneme Segmentation, p. S26 **Independent** Listening/Speaking Center, p. T334	**Teacher-Directed** phonics: Reteach Word Building, p. S27 **Independent** Reading Center, p. T334
ON-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reinforce Phoneme Segmentation, p. S26 **Independent** Writing Center, p. T335	**Teacher-Directed** phonics: Reinforce Word Building, p. S27 **Independent** Letters and Sounds Center, p. T335
ADVANCED (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Extend Phoneme Segmentation, p. S26 **Independent** Reading Center, p. T334	**Teacher-Directed** phonics: Extend Word Building, p. S27 **Independent** Listening/Speaking Center, p. T334
ELL (15-20+ Minutes)	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 1	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 2
Intervention	Strategic Intervention TG, pp. 266–267 Strategic Intervention Practice Book, p. 113	Strategic Intervention TG, pp. 268–269 Strategic Intervention Practice Book, p. 114

English-Language Learners

In addition to the small-group instructions above, use the ELL Extra Support Kit to promote language development.

▲ Strategic Intervention Resource Kit

= Literacy Center Cards

MONITOR PROGRESS

Small Group Instruction

Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Robust Vocabulary
Phoneme Segmentation *p. S26*	Word Building, *p. S27*	*she, good* *p. S28*	Main Idea *p. S29*	*appreciate, grace, host, lush, marvelous, constantly* *pp. S30–S31*

Day 3

Teacher-Directed
High-Frequency Words: Reteach, p. S28

Independent
Letters and Sounds Center, p. T335

Teacher-Directed
High-Frequency Words: Reinforce, p. S28

Independent
Word Work Center, p. T335

Teacher-Directed
High-Frequency Words: Extend, p. S28

Independent
Writing Center, p. T335

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 3

Strategic Intervention TG, pp. 270–273
Strategic Intervention Practice Book, p. 115

Day 4

Teacher-Directed
Comprehension: Main Idea
Reteach the Skill, p. S29
Leveled Readers: Before Reading/ Reading the Book, p. T398

Independent
Word Work Center, p. T335

▲ Leveled Reader

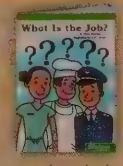
Teacher-Directed
Comprehension: Main Idea
Reinforce the Skill, p. S29
Leveled Readers: Before Reading/ Reading the Book, p. T399

Independent
Reading Center, p. T334

▲ Leveled Reader

Teacher-Directed
Comprehension: Main Idea
Extend the Skill, p. S29
Leveled Readers: Before Reading/ Reading the Book, p. T400

Independent
Letters and Sounds Center, p. T335



▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 4
Leveled Readers: Before Reading/ Reading the Book, p. T401

▲ Leveled Reader

Strategic Intervention TG, pp. 274–275
Strategic Intervention Practice Book, p. 116

Day 5

Teacher-Directed
Robust Vocabulary:
Reteach Vocabulary, p. S30

Independent
Writing Center, p. T335
Leveled Readers: Connect Sounds to Letters, p. T398

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Reinforce Vocabulary, p. S31

Independent
Listening/Speaking Center, p. T334
Leveled Readers: Respond, p. T399

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Extend Vocabulary, p. S31

Independent
Word Work Center, p. T335
Leveled Readers: Respond, p. T400

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 5

Independent
Leveled Readers: Reread for Fluency, p. T401

▲ Leveled Reader

Strategic Intervention TG, pp. 276–277
Strategic Intervention Practice Book, p. 117

Leveled Readers & Leveled Practice

Reinforcing Skills and Strategies

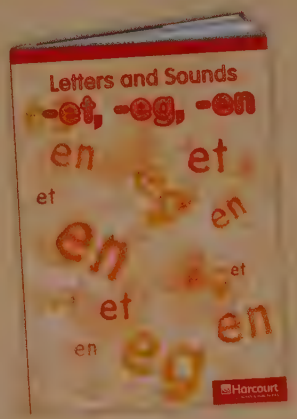
LEVELED READERS SYSTEM

- Leveled Readers
- Leveled Readers CD
- Leveled Reader Teacher Guides
  - *Story Response*
  - *Comprehension*
  - *High-Frequency Words*
- Leveled Readers Assessment

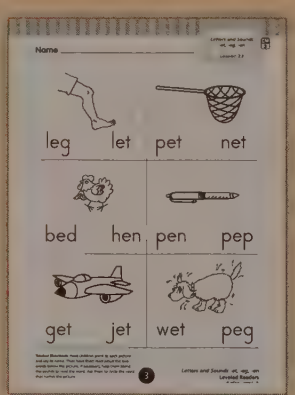
See pages T398–T401 for lesson plans.

For extended lesson plans, see *Leveled Reader Teacher Guides*.

BELOW-LEVEL

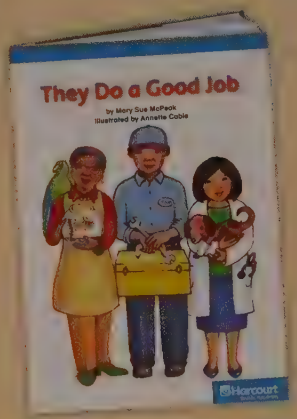


- Label Book
- phonics: Phonograms: *-et, -eg, -en*



▲ Leveled Reader Teacher Guide, p. 3

ON-LEVEL



- phonics: Phonograms: *-et, -eg*
- High-Frequency Words: *she, good*
- Main Idea

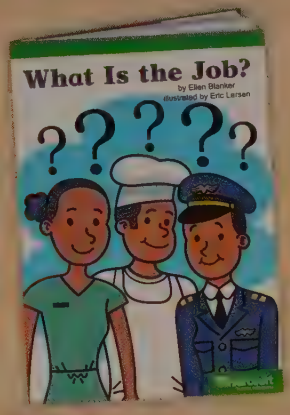
▲ Leveled Reader Teacher Guide, p. 3

www.harcourtschool.com/storytown

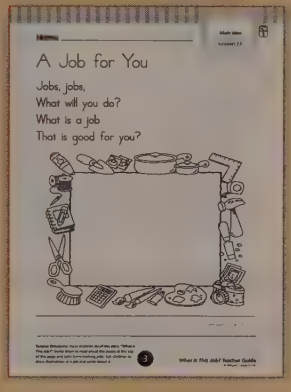
GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title
★ Student Activities and Teacher Resources, online

ADVANCED

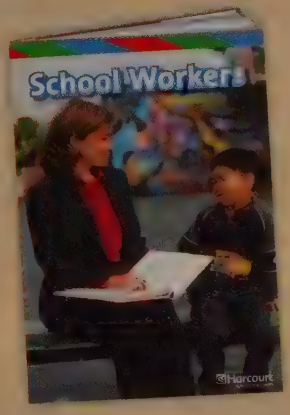


- phonics: Phonograms: *-et, -eg*
- High-Frequency Words: *she, good*
- Main Idea



▲ Leveled Reader
Teacher Guide, p. 3

ELL



- Strong Picture Support
- Concept Vocabulary
- Theme-Related

▲ Leveled Reader
Teacher Guide, p. 3

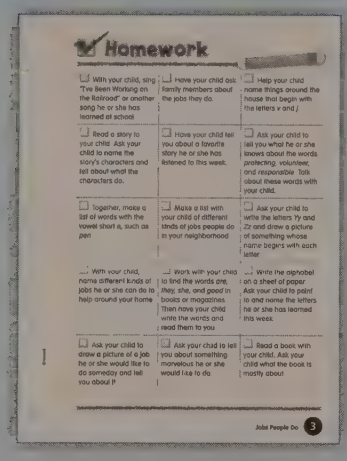
Literacy Centers

15 Min. each

Management Support

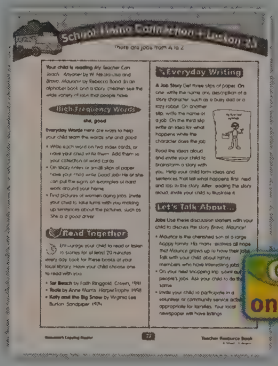
▲ Literacy Centers Pocket Chart

Homework for the Week



▲ Practice Book, p. 3

The Homework Copying Master provides activities to complete for each day of the week.

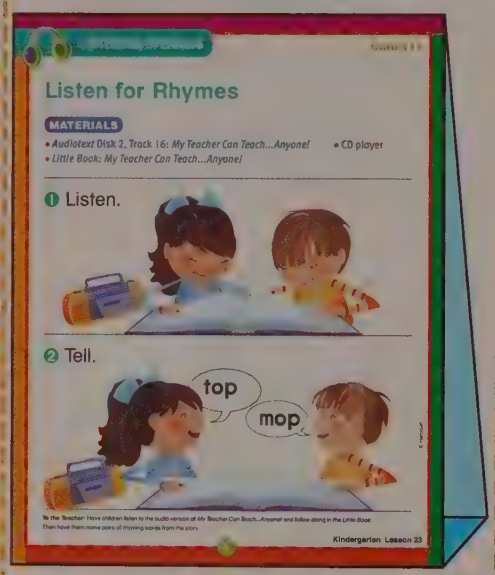


◀ Teacher Resource Book, p. 27

LISTENING/SPEAKING

Listen for Rhymes

Objective
To listen to a story and name rhyming words



Literacy Center Kit • Card 111

READING

Read and Retell

Objective
To read and retell a story

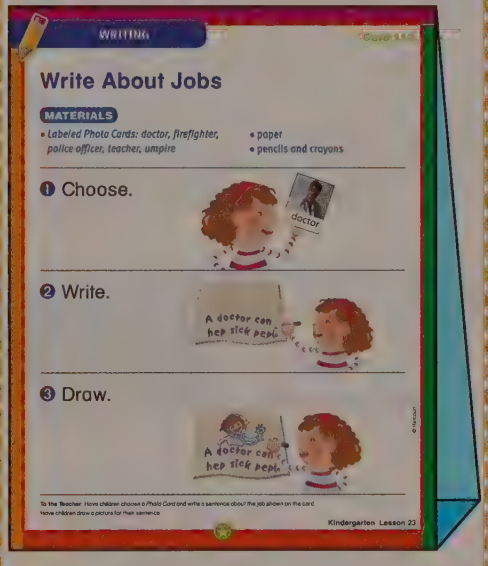
READING
Read and Retell
MATERIALS
• Decodable Books 11–14: Who Is It?, Who Has a Pet?, A Big Mess, Van in a Jam
1 Read.
2 Tell.
Kindergarten Lesson 23

Literacy Center Kit • Card 112

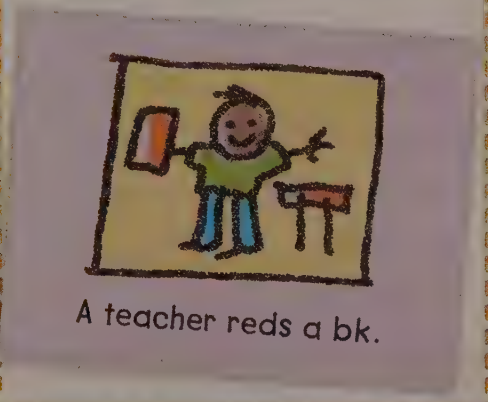
WRITING

Write About Jobs

Objective
To write about a job



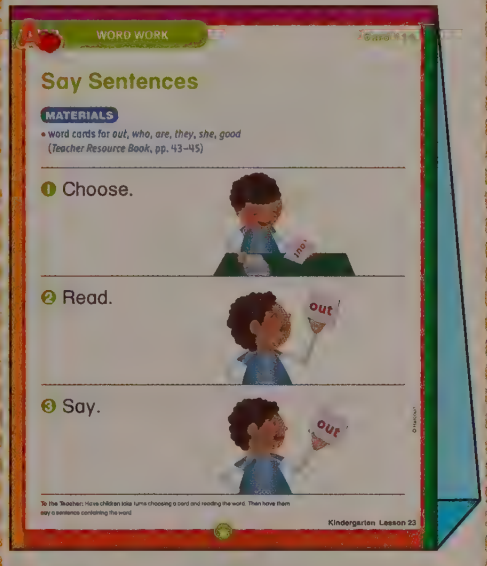
Literacy Center Kit • Card 113



WORD WORK

Say Sentences

Objective
To read high-frequency words

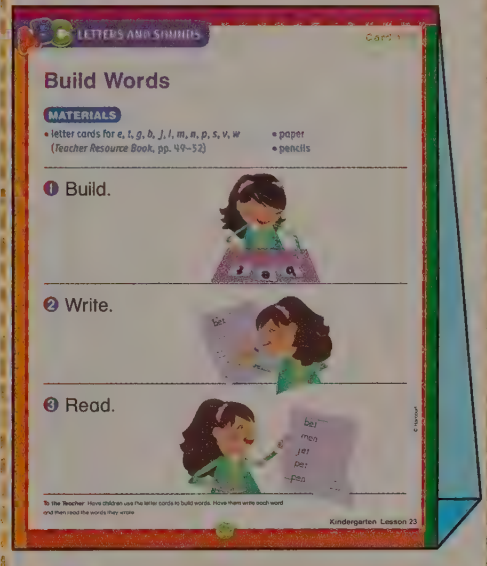


Literacy Center Kit • Card 114

LETTERS AND SOUNDS

Build Words

Objective
To build and write CVC words


LETTERS AND SOUNDS
Build Words
MATERIALS
• letter cards for e, t, g, b, j, l, m, n, p, s, v, w (Teacher Resource Book, pp. 49–52)
• paper
• pencils
1 Build.
2 Write.
3 Read.
Kindergarten Lesson 23

Literacy Center Kit • Card 115

Warm-Up Routines

Day at a Glance

Day 1

Phonemic Awareness
- Phoneme Segmentation

phonics
- Word Blending

High-Frequency Words
- Introduce: *she*

Reading
- Read Aloud: *Big Book My Teacher Can Teach . . . Anyone!*

▲ My Teacher Can Teach . . . Anyone!

Comprehension
Focus Skill
Review: Main Idea

Robust Vocabulary
- Introduce: *appreciate, grace, host*

Writing
- Modeled Writing: Story

Begin with a Finger Play

Objectives *To participate in a rhyme; to follow multi-step directions*

LEARN A FINGER PLAY Ask children to tell about experiences they have had planting seeds or working in a garden. Then ask them to listen and watch as you perform a finger play about planting a seed. As you recite the words again, encourage children to join in on the words and the motions.

Dig a Little Hole

Dig a little hole,	Dig.
Plant a little seed,	Drop seed.
Pour a little water,	Pour.
Pull a little weed.	Pull up and throw away.
Chase a little bug—	Make chasing motions with hands.
Heigh-ho, there he goes!	Shade eyes.
Give a little sunshine,	Cup hands, lift to the sun.
Grow a little rose.	Smell flower, smiling.

Oral Language

Objective *To describe work*

TALK ABOUT WORK Tell children that planting seeds and growing flowers are things that a gardener might do. Ask children to describe the work their family members do, or have them tell about these workers:

- custodian
- librarian
- farmer
- office worker
- doctor
- carpenter

Phonemic Awareness

Phoneme Segmentation Tested

Teach/Model

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT SOUNDS Remind children that they have been listening for sounds in words. Tell them they can break a word into its individual sounds. Distribute *Write-on/Wipe-off Boards* and markers. Have children point to the heart shape on side B of the *Write-on/Wipe-off Board*. Explain that they will be working with the three boxes next to the heart. Draw three similar boxes on chart paper, and model for children how to track the sounds in words.

Think Aloud **Listen as I say a word: *cat*. I will place a marker in a box for each sound. The sounds in *cat* are /k/ /a/ /t/. There are three sounds in *cat*: /k/ /a/ /t/.**

Say the word *pen*. Have children place a marker in a box for each sound they hear. Ask: **What sounds do you hear in *pen*? How many sounds are there in *pen*?**

Practice/Apply

INDEPENDENT PRACTICE Repeat the process for the following words. Have children segment each word, clearly producing the beginning, medial, and final sounds. Have them count how many sounds they hear.

nut (/n/ /u/ /t/)	**yes** (/y/ /e/ /s/)	**sip** (/s/ /i/ /p/)
log (/l/ /o/ /g/)	**top** (/t/ /o/ /p/)	**bed** (/b/ /e/ /d/)
at (/a/ /t/)	**mad** (/m/ /a/ /d/)	**hot** (/h/ /o/ /t/)
dig (/d/ /i/ /g/)	**sun** (/s/ /u/ /n/)	**fan** (/f/ /a/ /n/)
net (/n/ /e/ /t/)	**tip** (/t/ /i/ /p/)	**luck** (/l/ /u/ /k/)
rig (/r/ /i/ /g/)	**cab** (/k/ /a/ /b/)	**ten** (/t/ /e/ /n/)
bud (/b/ /u/ /d/)	**up** (/u/ /p/)	**tack** (/t/ /a/ /k/)
win (/w/ /i/ /n/)	**vet** (/v/ /e/ /t/)	**in** (/i/ /n/)

Objective

- *To segment words into sounds*

BELOW-LEVEL

Start with Two-Letter Words

Begin the activity by segmenting the sounds in two-letter words, such as *at, up,* and *in*. Then add a single consonant to those words to form three-letter words such as *cat, hat; cup, pup;* and *win, pin.*

Professional Development

Podcasting: Phoneme Segmentation

MONITOR PROGRESS

Phonemic Awareness

IF children have difficulty segmenting words into sounds,	**THEN** say the sounds in a word and have children blend them to say the word. Then have them break the word back into its sounds.

Small-Group Instruction, p. S26:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Word Blending

phonics Tested

Objectives

- *To blend sounds orally to make words*
- *To match sounds to letters*
- *To read simple one-syllable words*

Materials

- *Alphabet Cards: b, d, e, m, n, p, t*
- pocket chart
- chart paper
- marker
- drawing paper
- pencils
- crayons

Blend Sounds

SOUNDS IN A WORD As you say the following verse, have children echo you. Establish a rhythm and keep it going through the verse.

We're going on a word hunt.

What's the word?

/g/ /e/ /t/

Together: get

Continue for the words /l/ /e/ /g/ (leg), /r/ /e/ /d/ (red), and /h/ /e/ /n/ (hen).

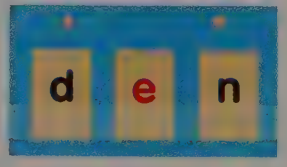
Restate the sounds that were blended to make each word. For example, say: **We blended /g/ /e/ /t/ to make the word *get*. /g/ /e/ /t/, *get*. We blended /l/ /e/ /g/. What word did we make?**

Teach/ Model

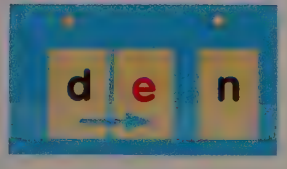
DIBELS Nonsense Word Fluency NWF

Routine Card 13

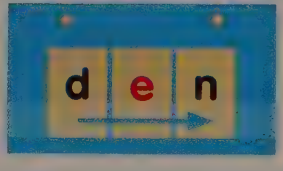
WORD BLENDING Place the *Alphabet Cards d, e,* and *n* in the pocket chart, separated from each other.



- Point to *d*. Have children name the letter and its sound.
- Point to *e*. Have children name the letter and its sound.
- Slide *e* next to *d*. Move your hand left to right under the letters and blend the sounds, elongating them: **/dee/**. Have children repeat.



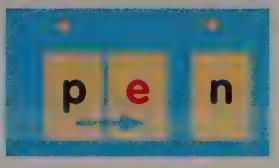
- Point to *n*. Have children name the letter and its sound.
- Slide *n* next to *de*. Move your hand left to right under the letters and blend the sounds, elongating them: **/deenn/**. Have children repeat.



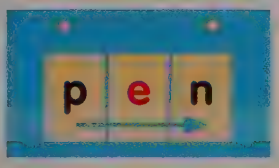
5-DAY PHONICS	
DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Introduce Phonogram *-et*
DAY 5	Introduce Phonogram *-eg*

Guided Practice

BLEND MORE WORDS Place the letters *p*, *e*, and *n* in the pocket chart, with space between the letters.



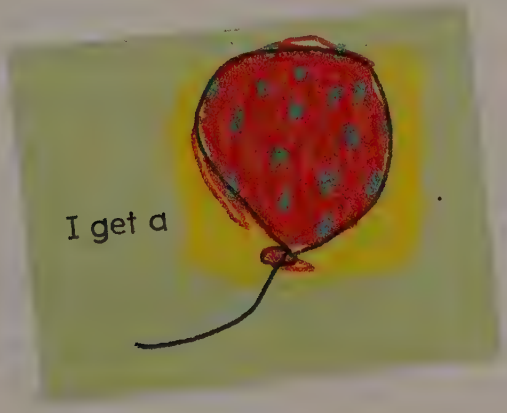
- Point to *p*. Have children name the letter and its sound. Point to *e* and have children name the letter and its sound. Slide *e* next to *p*. Move your hand under the letters and blend the sounds, elongating them: /**pee**/. Have children blend the sounds after you.
- Point to *n*. Have children name the letter and its sound.



- Slide *n* next to *pe*. Slide your hand under *pen* and blend the sounds. Have children blend the sounds as you slide your hand under the word.
- Then have children read the word *pen* naturally along with you.

Follow the same procedure to blend and read *bed*, *met*, and *ten* with children.

INDEPENDENT PRACTICE Write the sentence frame *I get a* _____. on chart paper and read it aloud with children. Have children write the words and complete the sentence with a word or picture. When they have finished, ask children to take turns reading their sentence to the group.



E L L

Develop Vocabulary Reinforce children's ability to use the word *get* properly. Pick up a pencil and say: **I get a pencil.** Repeat with other classroom objects. Then have children follow the same procedure, using the sentence frame *I get a* ____ .

High-Frequency Words

Introduce: she

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: like, one, she, up, you*
- copies of word cards *here, out, she,* and *two, Teacher Resource Book,* pp. 38, 41, 43, 44

E L L

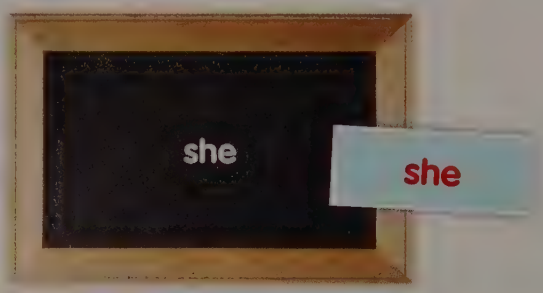
Answer a Question Display *High-Frequency Word Card she* and read it with children. Call on a girl to come to the front of the group. Ask: **Who is she?** Point to the *High-Frequency Word Card* as you say *she.* Invite a volunteer to answer in a complete sentence: **She is** ____. Continue the process with other girls from the group.

Teach/Model

Routine Card 16

INTRODUCE THE WORD Write the word *she* on the board.

- Point to and read *she.* Have children say it with you.
- Say: ***She* can sing.**
- Display the *High-Frequency Word Card she.* Say ***she.***
- Point to each letter as you spell the word. Have children spell the word.
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.



Practice/Apply

GUIDED PRACTICE Distribute a word card *she* (*Teacher Resource Book,* page 44) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *she,* they should say the word and point to it on their card. Hold up the *High-Frequency Word Cards she, one, up, like,* and *you* until children consistently identify the word *she.*

INDEPENDENT PRACTICE Give partners two sets of word cards for the words *she, here, out,* and *two* (*Teacher Resource Book,* pages 38, 41, 43, 44). Children turn over two cards at a time. When the cards match, each child uses the word in a sentence.

Comprehension

Read Aloud

▲ Big Book *My Teacher Can Teach . . . Anyone!*

Before Reading

Routine Card 17

PREVIEW THE BOOK Point to the title of the book and read it aloud. Ask a volunteer to point to the author's and illustrator's names. Read the names aloud and talk about what they do to make a book.

Page through *My Teacher Can Teach . . . Anyone!* Invite children to look at the illustrations. Ask: **Is this an information book or a story? How do you know?** Point to the capital letter *A* in the text on page 6 and tell children this is an alphabet book as well as a story. Then have them predict what they think the story will be about.

BUILD BACKGROUND/SET PURPOSE Explain that this story tells why a boy thinks his teacher is really good at her job. Ask:

- **Who do you see on the front cover?** (a boy and a teacher)
- **What are some things the boy might learn about from his teacher?** (Possible responses: space, sports, animals, dancing, firefighters, doctors)

Remind children that there are many reasons to listen to a story, such as for enjoyment, to learn new things, or to find out what happens to the characters. Model how to set a purpose for reading.

Think Aloud **I wonder who are some of the people that the teacher will teach. I'll read to find out who they are.**

Invite children to establish their own purpose for listening.

Focus Skill **REVIEW THE SKILL: Main Idea** Remind children that the main idea of a story is what the story is mostly about. Tell them that the main idea of this story is how a boy feels about his teacher.

Read Aloud

MODEL FLUENCY READING Read *My Teacher Can Teach . . . Anyone!* aloud, tracking the print. Emphasize the names of the workers and the rhyming words as you read.

Objectives

- *To listen to and respond to a story*
- *To identify text patterns and rhyming words in a story*

Materials

- *Big Book: My Teacher Can Teach . . . Anyone*

Daily Comprehension

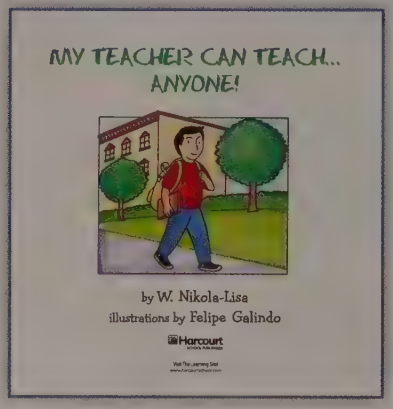
Focus Skill **Main Idea**

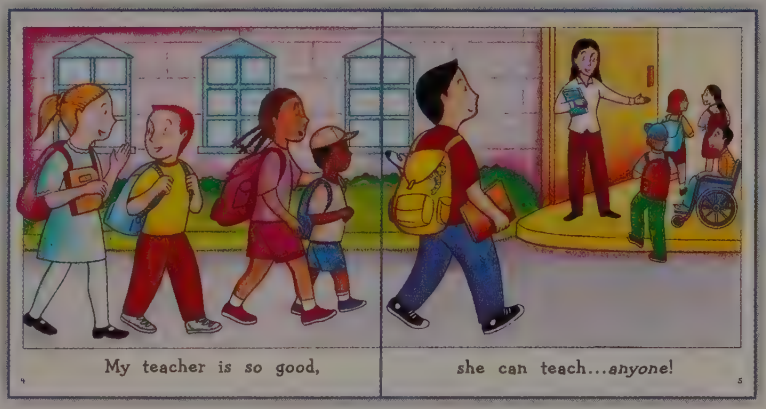
Focus Strategy **Answer Questions**

DAY 1:	Review Main Idea *Big Book*
DAY 2:	Review Main Idea *Big Book*
DAY 3:	Review Answer Questions *Library Book*
DAY 4:	Review Main Idea *Library Book*
DAY 5:	Review Answer Questions *Read-Aloud Anthology*

TECHNOLOGY

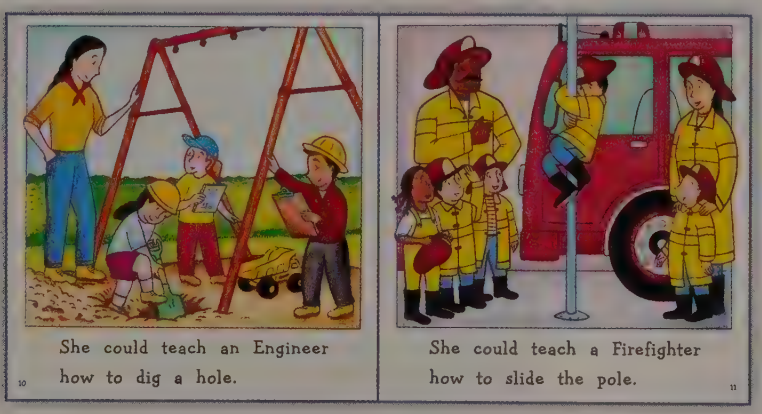
Audiotext *My Teacher Can Teach . . . Anyone!* is available on Audiotext.

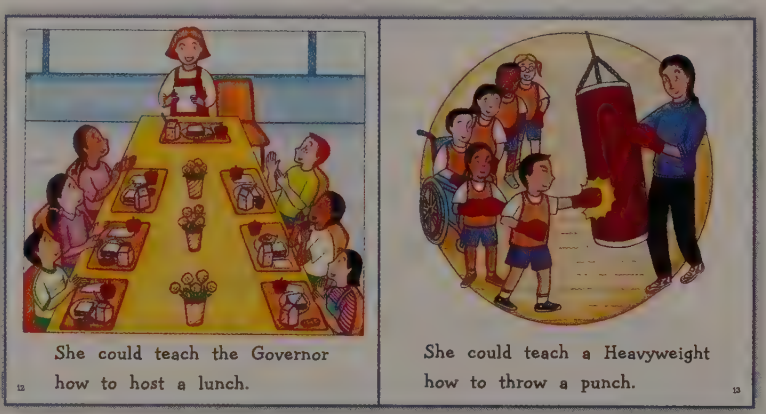

MY TEACHER CAN TEACH...
ANYONE!
by W. Nikola-Lisa
illustrations by Felipe Galindo
Harcourt


My teacher is so good,
she can teach...anyone!

She could teach an Astronaut how to float in space.
She could teach a Ballet dancer how to land with grace.

She could teach a Carpenter how to nail a roof.
She could teach a Dentist how to fill a tooth.


She could teach an Engineer how to dig a hole.
She could teach a Firefighter how to slide the pole.


She could teach the Governor how to host a lunch.
She could teach a Heavyweight how to throw a punch.

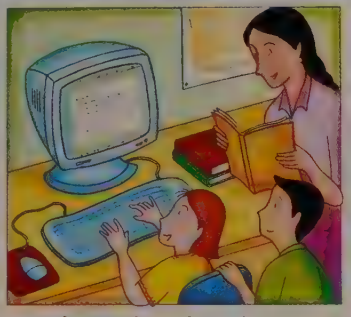
She could teach an Illustrator
how to draw a top.

She could teach a Janitor
how to wring a mop.

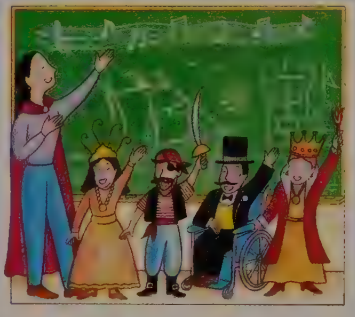
She could teach a Kayaker
how to pull a stroke.

She could teach a Logger
how to fell an oak.

She could teach a Mechanic
how to change a hose.



She could teach a Novelist
how to write in prose.

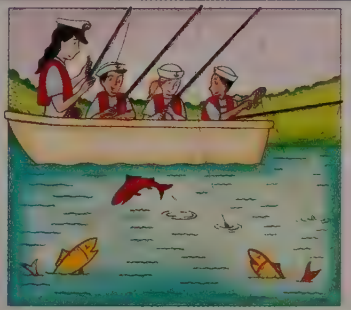


She could teach an Opera singer
how to hold a note.

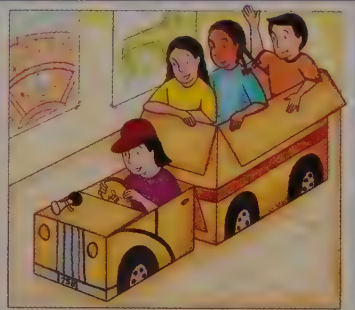
She could teach the President
how to cast a vote.

She could teach a Quarterback
how to throw a ball.

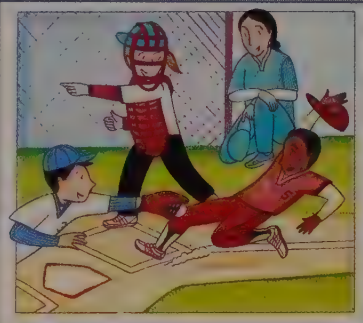
She could teach a Rodeo clown
how to take a fall.



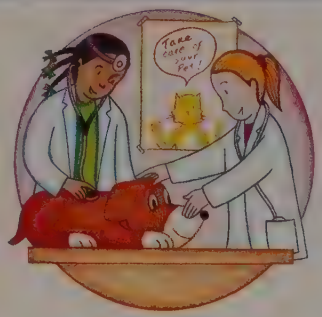
She could teach a Sailor
how to cast a jig.



She could teach a Trucker
how to drive a rig.



She could teach an Umpire
how to call an out.

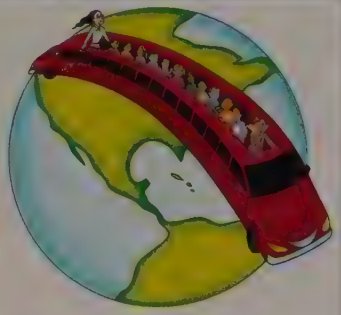


She could teach a Veterinarian
how to hold a snout.

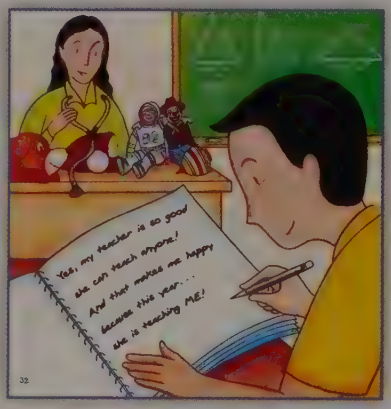
She could teach a Woodworker
how to build a trap.

She could teach a Xylophonist
how to play with snap.

She could teach a Yodeler
how to sing a mile.



She could teach a Zillionaire
how to live in style.



Respond to Literature

REFLECT ON THE STORY Ask the following questions to discuss children's impressions of the story.

- **Do you think the teacher in the story is special? Why?** (Possible response: Yes, because she knows how to teach many things.)
- **Which worker in the story would you like to be? Why?** (Responses will vary.)

MAIN IDEA **What is the main idea of the story?** (A boy thinks his teacher can teach many different people.)

ACT OUT A WORKER'S JOB Browse through the story, asking children about the jobs shown. Explain any that children are not familiar with. Then choose pairs of jobs for small groups of children to act out. Reread the text for each rhyming couplet as children act out their parts. Encourage other children to help you recite the rhyming words.

Focus on

Phonemic Awareness

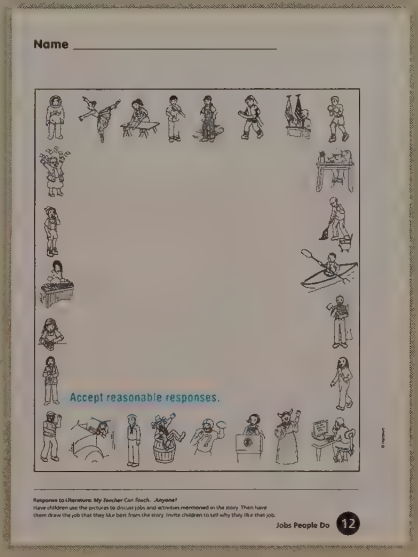
RHYMING WORDS After reading the text, draw children's attention to the rhyme patterns in *My Teacher Can Teach . . . Anyone!* Turn to pages 6–7 and read the pages aloud.

Say: **Say these words with me: *space, grace*. The ending sounds are the same. *Space* and *grace* rhyme. Let's look for more words in the story that rhyme.**

Reread the story, having children raise their hand when they hear words that rhyme. Ask them to name the rhyming words.

ELL

Use Visuals As you read the name of a worker, point to him or her in the illustration.


Name _____

Accept reasonable responses.

Jobs People Do 12

▲ Practice Book, p. 12

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objective

- *To develop robust vocabulary through discussing literature*

INTRODUCE Student-Friendly Explanations

appreciate When you *appreciate* something, you understand how good and special it is.

grace If you move with *grace*, your movements are smooth and lovely to watch.

host If you *host* a party or meeting, you run it.

ADVANCED

Develop Vocabulary Help children understand that the word *host* can be a naming word or an action word. Explain that the person who *hosts* a party is also called a *host*. Have them use each form of the word *host* in a sentence.

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1 **Selection Context:** The boy in the story **appreciates** his teacher because she knows how to teach many things.
4 **Interact with Word Meaning:** I appreciate it when someone helps me tidy the classroom. Would you appreciate it if someone ignored you or helped you?

1 **Selection Context:** In the story, a ballet dancer lands with **grace**.
4 **Interact with Word Meaning:** A person who ice-skates well moves with grace. Would a dancer or a firefighter be more graceful? Why?

1 **Selection Context:** In the story, the governor **hosts** a lunch.
4 **Interact with Word Meaning:** A girl's parents might host a birthday party for her. Would the parents come to the party?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Name something a family member has done that they appreciate.
- Demonstrate how to move with grace like a ballet dancer.
- Tell about a party they would like to host.

Modeled Writing

Story

5-DAY WRITING	
DAY 1	Modeled Writing
DAY 2	Modeled Writing
DAY 3	Shared Writing
DAY 4	Shared Writing
DAY 5	Shared Writing

Teach/Model

TALK ABOUT STORIES Recall with children that there are many kinds of stories: Some are make-believe, some teach a lesson, and some are about real people or animals. Discuss how the stories are alike and different. Ask: **What kind of stories do you like to read?**

Display some familiar stories, each with a main character or two. Have children identify the characters in each story and summarize what happens. Encourage them to use the words *first, next,* and *last* to tell about events.

WRITE A STORY Tell children that you are going to write a story about one of the workers in *My Teacher Can Teach . . . Anyone!*

WRITING TRAIT **IDEAS** Point out to children that the first step in writing a story is to think of good ideas. Then the writer can choose the best idea to write about.

Think Aloud

- Page through the book and discuss the different workers, including the firefighter. **Say: I'll write about a firefighter.**
- **I'll write what happens first, next, and last.** Write the story on chart paper.
- **Last, I will think of a title for my story.**

The Firefighter

The fire alarm rings at the fire station! The firefighters slide down the pole and jump on the fire truck. They drive fast to the fire and put it out. Everyone is safe.

Practice/Apply

ADD TO THE STORY Encourage children to suggest more sentences to add to the story. Suggest that they think of details to make the story more exciting.

Share

READ THE STORY Track the print as you read aloud the story. Invite children to tell what happens first, next, and last.

Objectives

- *To understand the characteristics of a story*
- *To write a story*

Materials

- *Big Book: My Teacher Can Teach . . . Anyone!*
- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Teacher Have children draw and write about someone who has taught them how to do something.

E L L

Pantomime Actions Read each sentence in the story and pantomime the action. Have children repeat the words and the actions.

Day at a Glance

Day 2

Phonemic Awareness
- Phoneme Segmentation

phonics
- Word Building

High-Frequency Words
- Review: *she*

Reading
- *Big Book: My Teacher Can Teach . . . Anyone!*

▲ My Teacher Can Teach . . . Anyone!

Comprehension
Focus Skill
Review: Main Idea

Robust Vocabulary
- Review: *appreciate, grace, host*

Writing
- Modeled Writing: Story

Warm-Up Routines

Begin with a Pantomime Activity

Objective *To discuss jobs people do*

DISCUSS PHOTO CARDS In advance, select *Photo Cards* that show places where people do their jobs (barn, school, house, and so on), and tools that different workers use (pencil, van, violin, hammer, X-ray machine, and so on). Mix up the cards and place them in a bag. Invite a volunteer to pick a card without looking, identify the photograph, and tell whether it shows a place or a thing. Then have the child lead the group in brainstorming all the jobs that might be connected to the image.

Oral Language

Objective *To share ideas*

TALK ABOUT JOBS Ask children to tell about jobs they would like to do when they grow up.

- **What kind of work would you like to do?**
- **What would you do if you had that job?**
- **Why would you like to do that job?**

Remind children to raise their hand before speaking. Encourage them to speak in complete sentences when answering.

Phonemic Awareness

Phoneme Segmentation

Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT SOUNDS Remind children that they can break a word into its individual sounds. Distribute *Write-on/Wipe-off Boards* and markers. Have children point to the heart shape on side B of the *Write-on/Wipe-off Board*. Explain that they will be working with the three boxes next to the heart. Draw three similar boxes on chart paper, and model for children how to track the sounds in words.

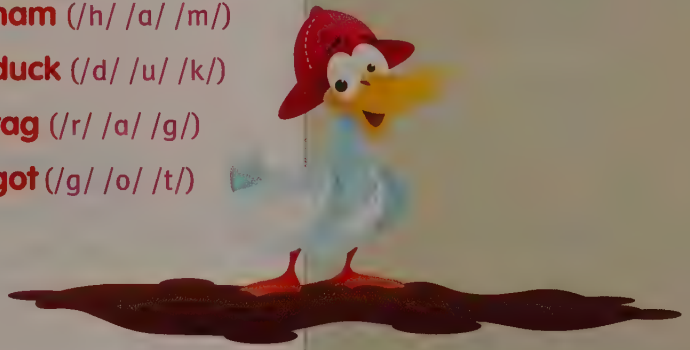
Think Aloud **Listen as I say a word: *job*. I will place a marker in a box for each sound. The sounds in *job* are /j/ /o/ /b/. There are three sounds in *job*: /j/ /o/ /b/.**

Say the word *dog*. Have children place a marker in a box for each sound they hear. Ask: **How many sounds do you hear in *dog*? What are the sounds?**

Practice/ Apply

INDEPENDENT PRACTICE Repeat the process for the following words. Have children segment each word, clearly producing the beginning, medial, and final sounds. Have them count how many sounds they hear.

map (/m/ /a/ /p/)	**tub** (/t/ /u/ /b/)	**men** (/m/ /e/ /n/)
red (/r/ /e/ /d/)	**hid** (/h/ /i/ /d/)	**box** (/b/ /o/ /ks/)
pop (/p/ /o/ /p/)	**pass** (/p/ /a/ /s/)	**us** (/u/ /s/)
lick (/l/ /i/ /k/)	**gum** (/g/ /u/ /m/)	**sit** (/s/ /i/ /t/)
mud (/m/ /u/ /d/)	**hat** (/h/ /a/ /t/)	**ham** (/h/ /a/ /m/)
fin (/f/ /i/ /n/)	**not** (/n/ /o/ /t/)	**duck** (/d/ /u/ /k/)
hop (/h/ /o/ /p/)	**peg** (/p/ /e/ /g/)	**rag** (/r/ /a/ /g/)
buzz (/b/ /u/ /z/)	**tan** (/t/ /a/ /n/)	**got** (/g/ /o/ /t/)



Objective

- *To segment words into sounds*

BELOW-LEVEL

Develop Meaning Develop children's understanding of as many words as possible by:

- acting out words.
- showing pictures.
- pointing to objects.

Professional Development

Podcasting: Phoneme Segmentation, Gr. K

Word Building

phonics Tested

Objectives

- *To build and read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*

Materials

- *Alphabet Cards: b, d, e, g, l, n, s, t, u*
- pocket chart
- *Word Builders*
- *Word Builder Cards b, d, e, g, l, n, s, t, u*

Professional Development

Podcasting: Word Building, Gr. K

ELL

Develop Word Meaning Help children understand that some words have more than one meaning. Show children a picture of a baseball bat and a flying bat. Tell children that each of these things is called a *bat*.

Blend Sounds

SOUNDS IN A WORD Have children sit in a circle. Sing the following verse to the tune of "Old MacDonald." As you sing, have children echo you.

What is the word for these three sounds?

/h/ /e/ /n/ Hen!

With a hen, hen here, and a hen, hen there,

Here a hen, there a hen,

Everywhere a hen, hen.

What is the word for these three sounds?

/h/ /e/ /n/ Hen!

Continue for the words /p/ /e/ /t/ (pet), /l/ /e/ /d/ (led), and /p/ /e/ /p/ (pep).

Teach/Model

DIBELS Nonsense Word Fluency NWF

Routine Card 13

BLEND WORDS Distribute *Word Builders* and *Word Builder Cards b, d, e, g, l, n, s, t,* and *u* to children. As you place *Alphabet Cards* in a pocket chart, tell children to place the same *Word Builder Cards* in their *Word Builders*. Place *Alphabet Cards n, e,* and *t* in the pocket chart and follow the steps on the *Routine Card* to blend the sounds to read the word *net*.

Routine Card 14

MODEL WORD BUILDING Remind children that when letters in a word change, so do the sounds, and that they can make a new word by changing a letter in a word. Have children follow along with you as you model this process.

Think Aloud **I made the word *net* with *n*, *e*, and *t*. Now if I take away the *n* and put *s* in its place, I have the word *set*. Blend the sounds with me, /s/ /e/ /t/, *set*.**

5-DAY PHONICS

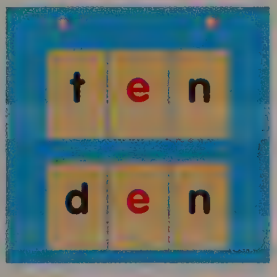
DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Introduce Phonogram *-et*
DAY 5	Introduce Phonogram *-eg*

Practice/Apply

BUILD WORDS Have children continue with the word *set* in their *Word Builder.* Say:

- **Change *s* to *l*. What word did you make?**
- **Change *t* to *g*. What word did you make?**
- **Change *g* to *d*. What word did you make?**
- **Change *l* to *b*. What word did you make?**
- **Change *d* to *g*. What word did you make?**
- **Change *e* to *u*. What word did you make?**
- **Change *b* to *t*. What word did you make?**
- **Change *g* to *b*. What word did you make?**

INDEPENDENT PRACTICE Write the following words on the board: *ten, den, get, beg.* Have children use their *Word Builder Cards* to build and read each word.



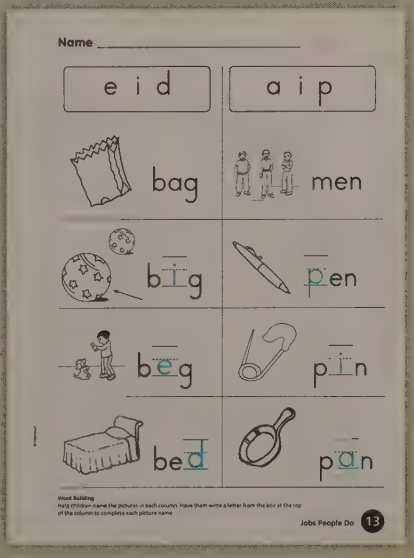
MONITOR PROGRESS

Phonemic Awareness

IF	THEN
children have difficulty building and reading words,	say the sound for each word with them. Then have children blend the sounds to make the word.

Small-Group Instruction, p. S27:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name _____

e i d | a i p

bag | men

b i g | p e n

b e g | p i n

bed | p a n

Word Building
Help children name the pictures in each column. Have them write a letter from the box at the top of the column to complete each picture name.

Jobs People Do 13

▲ Practice Book, p. 13

High-Frequency Words

Review: she

Tested

Objective

- *To read high-frequency words*

Materials

- *Big Book: My Teacher Can Teach . . . Anyone!*
- *High-Frequency Word Cards: she, out, this*
- word cards *she, he, Teacher Resource Book,* pp. 37, 44

BELOW-LEVEL

Word Recognition Distribute copies of the word card *she* (*Teacher Resource Book,* p. 44). Have children point to and say the word several times. Hold up *High-Frequency Word Cards she, out,* and *this* in random order. Each time children see the word *she,* have them say the word as they hold up their card.

Review

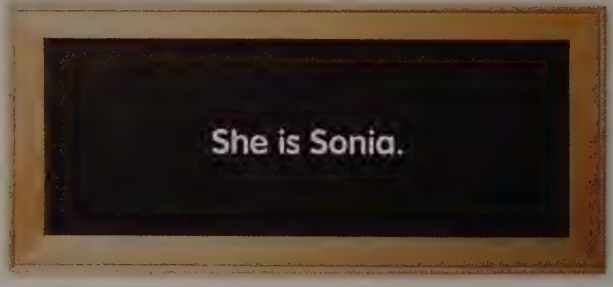
READ THE WORD IN CONTEXT Display the *Big Book My Teacher Can Teach . . . Anyone!,* and read the title aloud. Turn to page 5 and ask a volunteer to point to the word *she*. Page through the book and invite volunteers to match the *High-Frequency Word Card she* to the word *she* in the book.

▲ **Big Book *My Teacher Can Teach . . . Anyone!***

Practice/Apply

GUIDED PRACTICE Distribute word cards for *she* and *he* (*Teacher Resource Book,* pp. 37, 44) to children. Have children point to a child in the classroom and say the following sentence while holding up the correct card: *She/He is (child's name).*

INDEPENDENT PRACTICE Write the following sentence frame on the board or chart paper: *She is* _____. Have children copy the words and complete the sentence by adding a name of a girl in their class or family.



Main Idea

Comprehension

Tested

Review

REVIEW THE SKILL Remind children that the main idea of a story is what the story is mostly about. Display *My Teacher Can Teach . . . Anyone!* and model how to identify the main idea.

▲ **Big Book** ***My Teacher Can Teach . . . Anyone!***

Think Aloud **Sometimes the title is a clue to the most important idea of a story. The title of this book can help me figure out what the story is mostly about. It tells me that the book is about a teacher and everyone she can teach. The main idea of this story is that this teacher can teach many different people.**

Practice/Apply

IDENTIFY MAIN IDEA Display page 6 of *My Teacher Can Teach . . . Anyone!* Read aloud the text and have children look at the picture. Ask: **Who does the teacher teach on this page?** (an astronaut) **Does that go along with the main idea?** (yes)

Read Aloud

READ THE BIG BOOK Guide children as you read aloud *My Teacher Can Teach . . . Anyone!* (Monitor Comprehension: pages T354–T359). Prompt children to discuss the story in a way that reflects their understanding of the main idea. Encourage children to discuss some of the pages and tell how they relate to the main idea.

Objective

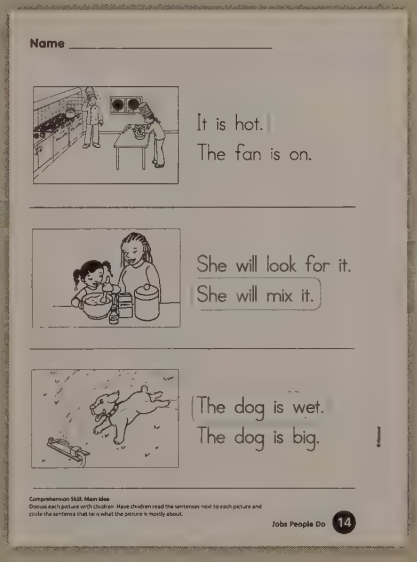
- *To identify the main idea of a story*

Materials

- *Big Book: My Teacher Can Teach . . . Anyone!*

BELOW-LEVEL

Understand Pronouns Help children understand that the word *She* on each page refers to the teacher. Read a page and replace *She* with *My teacher* to help children understand.


Name _____

It is hot.
The fan is on.

She will look for it.
She will mix it.

The dog is wet.
The dog is big.

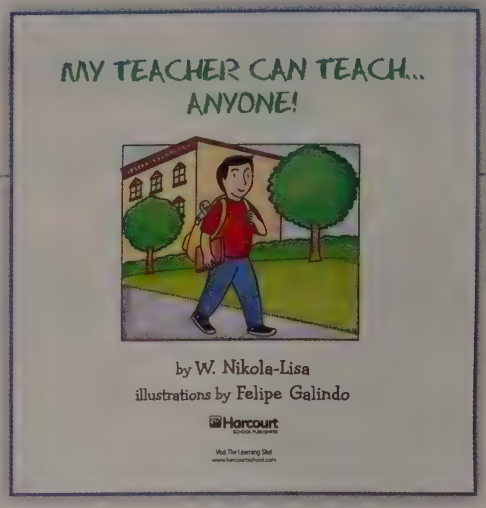
Jobs People Do 14

▲ **Practice Book, p. 14**

Monitor Comprehension

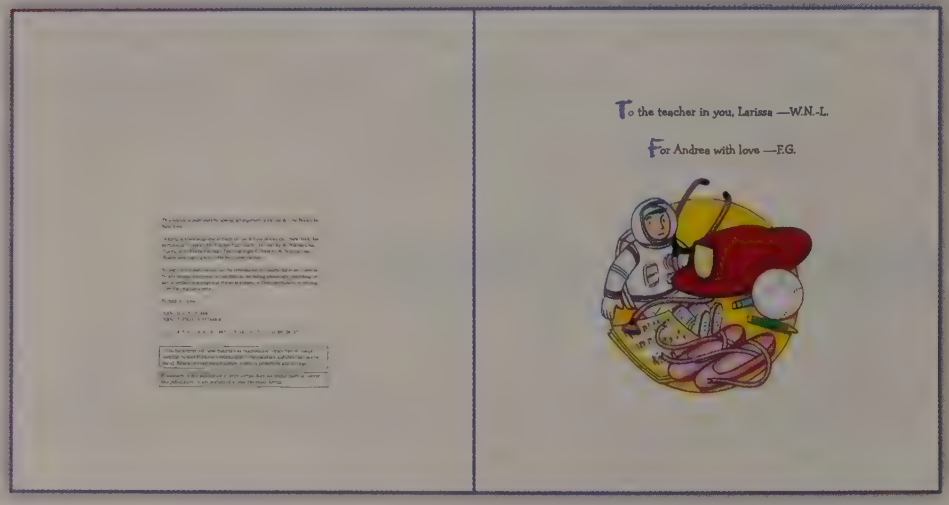
Pages 2–5

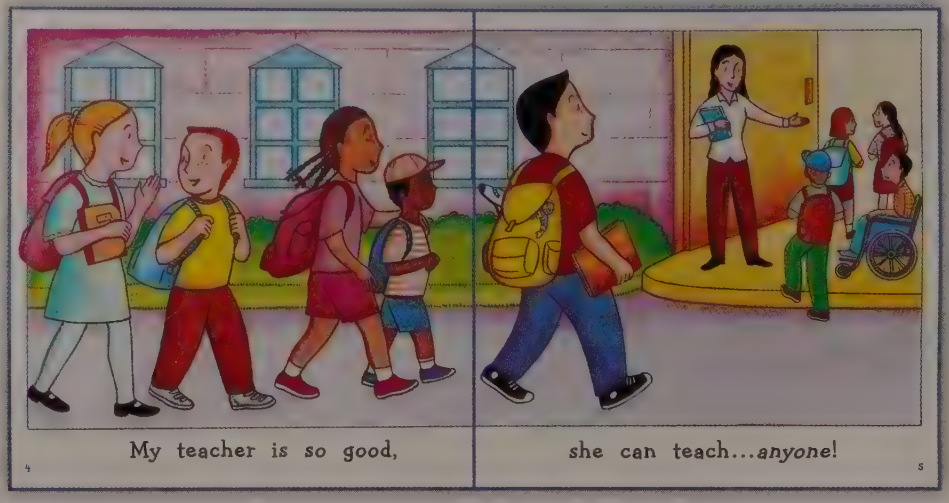
SETTING **Where does the story take place? How can you tell?** (It takes place at school; the pictures show a school building, a teacher, and students.)

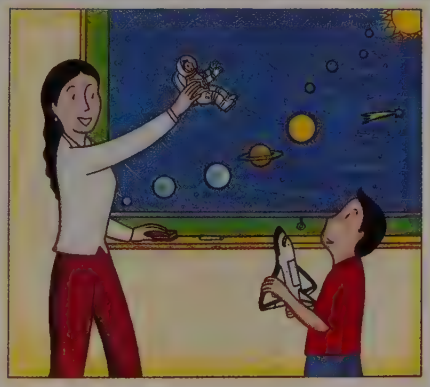


E L L

Pantomime and Name Actions
As you read aloud the story, encourage children to contribute information about any of the workers shown.







She could teach an Astronaut how to float in space.

6

She could teach a Ballet dancer how to land with grace.

7

She could teach a Carpenter how to nail a roof.

8

She could teach a Dentist how to fill a tooth.

9

She could teach an Engineer how to dig a hole.

10

She could teach a Firefighter how to slide the pole.

11

Monitor Comprehension

Pages 6–11

1 **RELATE PICTURES TO TEXT** **Does the teacher really teach all these people? Who does she teach?** (No; she teaches the children how to do things that the workers do.)

2 **MAIN IDEA** Display page 11. **What does this page tell us about the main idea?** (that the teacher can teach firefighters how to do their jobs)

BUILD ROBUST VOCABULARY

Draw attention to the word *grace* on page 7. Say: **Here is the word *grace* that we have talked about. How do the dancers move when they land with grace?** (smoothly) Ask children to show how a ballet dancer moves with grace.

Monitor Comprehension

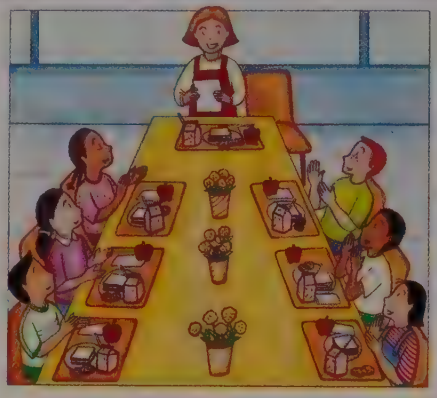
Pages 12–17

1. **MAKE COMPARISONS** **Which job do you think would be the hardest to learn? Why?** (Responses will vary.)

2. **SPECULATE** **Who are some other people that the teacher could teach?** (Responses will vary.)

E L L

Use Illustrations Throughout the book, use the illustrations to explain phrases that may be unfamiliar to children. For example, after reading page 15, have children look at the picture to understand that to "wring a mop" means to squeeze water out of it. Use the same procedure for phrases such as *to pull a stroke* (page 16), and *to fell an oak* (page 17).

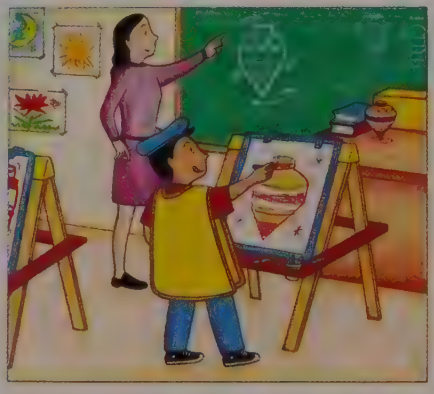


She could teach the Governor how to host a lunch.

12

She could teach a Heavyweight how to throw a punch.

13



She could teach an Illustrator how to draw a top.

14

She could teach a Janitor how to wring a mop.

15

She could teach a Kayaker how to pull a stroke.

16

She could teach a Logger how to fell an oak.

17

She could teach a Mechanic how to change a hose.

18

She could teach a Novelist how to write in prose.

19

She could teach an Opera singer how to hold a note.

20

She could teach the President how to cast a vote.

21

She could teach a Quarterback how to throw a ball.

22

She could teach a Rodeo clown how to take a fall.

23

Monitor Comprehension

Pages 18–23

1 **MAIN IDEA** Display page 18. **What does this page tell us about the main idea?** (that the teacher can teach a mechanic how to fix a car)

2 **RELATE PICTURES TO TEXT** **What is a novelist?** (a person who writes stories)

SOCIAL STUDIES

SUPPORTING STANDARDS

Technology Point out that on page 19 the girl is using a computer to write a story. Ask: **How does a computer make it easy to write a story? What else can you do on a computer?** Discuss with children how they can use a computer at school and at home.

Monitor Comprehension

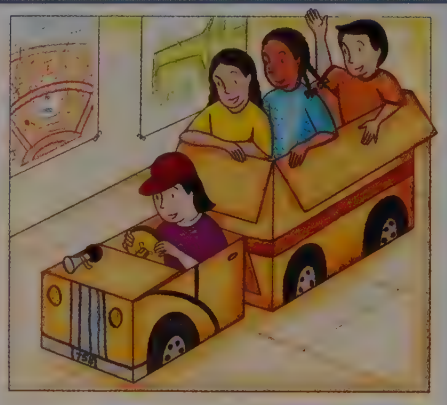
Pages 24–29

DRAW CONCLUSIONS **What sport are the children playing? How do you know?** (They are playing baseball; they have a baseball, baseball glove, and baseball uniforms.)

E L L

Develop Meaning Use the illustrations to help children understand the meanings of the words *jig*, *rig*, *snout*, and *trap*.

She could teach a Sailor
how to cast a jig.
24



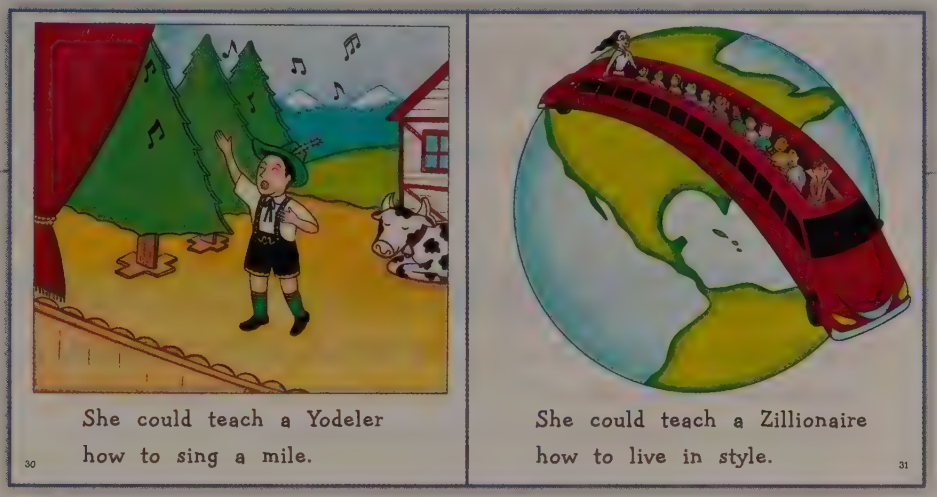
She could teach a Trucker
how to drive a rig.
25

She could teach an Umpire
how to call an out.
26

She could teach a Veterinarian
how to hold a snout.
27

She could teach a Woodworker
how to build a trap.
28

She could teach a Xylophonist
how to play with snap.
29



She could teach a Yodeler how to sing a mile.

She could teach a Zillionaire how to live in style.

Monitor Comprehension

Pages 30–32

1 Focus Skill **MAIN IDEA** **What is the main idea of the story?** (The boy thinks his teacher can teach anyone to do anything.)

2 **DETERMINE AUTHOR'S PURPOSE** **Why do you think the author wrote this story?** (Possible response: to show how much a boy appreciates and respects his teacher)

Apply Comprehension Strategies

Use Graphic Organizers Remind children that graphic organizers can help them remember and understand information in a book.

Think Aloud **This book shows a lot of different jobs that people do. I can make a chart to help me remember what each job is.**

Make a two-column chart on the board or chart paper. Add each worker and what the person does.

astronaut	float in space
ballet dancer	land with grace
carpenter	nail a roof
dentist	fill a tooth

Build Robust Vocabulary

Listening/Speaking: *Words from the Read-Aloud*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

appreciate When you *appreciate* something, you understand how good and special it is.

grace If you move with *grace*, your movements are smooth and lovely to watch.

host If you *host* a party or meeting, you run it.

E L L

Demonstrate Meanings Act out the meaning of each vocabulary word. For example, show how you would walk with grace, or tell what you might say to someone to show that you appreciate his or her help. Say each word as you act it out.

Review Robust Vocabulary

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *appreciate, grace,* and *host.* Then discuss each word, using the following examples.

appreciate

- **How might students show that they appreciate their teacher?**
- **After you watch a play, how do you tell the actors that you appreciate them? Show us.**

grace

- **Who can show us how you move with grace?** (Invite several children, one at a time, to move across the room.)
- **Who can show us how you move with*out* grace?**
- **Who can think of a cartoon character who trips and falls a lot? Does this character have grace?**

host

- **Let's pretend we are going to host a party. What should we do first? What should we do next? What should we do after the guests come?**

Modeled Writing

Story

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Modeled Writing
DAY 3	Shared Writing
DAY 4	Shared Writing
DAY 5	Shared Writing

Teach/Model

REVIEW STORIES Remind children that many stories have characters, and that we read stories to find out what happens to them. Display a short, familiar story and have children recall the main characters and what happens first, next, and last.

WRITE A STORY Ask children to brainstorm ideas for a story. To prompt them, you might mention a recent school event, a visitor, or a special classroom treat. Children might also enjoy creating an imaginary story.

WRITING TRAIT **IDEAS** Tell children that the best story ideas come from their own everyday lives. Display examples of children's own writing or drawing to show them what you mean.

Think Aloud

- Write children's story ideas on the board. Then help them decide which one would make the best story.
- Say: **How shall we start our story?** Encourage children to think about what happened first, and help them phrase their idea in a sentence for you to write.
- **What happens next?**
- **How shall we end our story?**

A Scary Day at School

Miss Rivera was reading a story when all of a sudden, there was a really loud POP! Then all the lights went out! Some kids were scared. Miss Rivera sang songs with us until the lights came on again.

Practice/Apply

ADD A TITLE Encourage children to suggest some titles for the story. Choose one with children and write it at the top of the chart.

Share

READ THE STORY Read the story aloud. Point to names and words that children know and ask them to read them with you. Then ask children if there are any details they could add to make their story more exciting.

Objective

- *To write a story*

Materials

- children's stories
- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write Dialogue Have partners write a line of dialogue that the characters in the story might say.

BELOW-LEVEL

Use a Graphic Organizer Create a Beginning-Middle-Ending chart for the story. Fill in the different parts of the story to help children understand beginning, middle, and end.

Day at a Glance

Day 3

Phonemic Awareness
- Phoneme Segmentation

phonics
- Word Building

High-Frequency Words
- Introduce: *good*

Comprehension
Review: Answer Questions

Reading
- *Library Book: Bravo, Maurice!*

▲ Bravo, Maurice!

Robust Vocabulary
- Introduce: *lush, marvelous, constantly*

Writing
- Shared Writing: Story

Warm-Up Routines

Begin with a Rhyme

Objective *To recite a rhyme*

RECITE A RHYME Ask children if any of them know a nursery rhyme about a baker who bakes a cake. If someone does, invite him or her to recite it with you. Ask a partner to help you show children the clapping game that people play as they say the words. Then invite them to recite the rhyme, slowly at first, and then faster and faster.

Pat-a-Cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can.
Pat it and prick it and mark it with a (child's first initial);
Put it in the oven for (child's name) and me.

Oral Language

Objective *To take turns in a discussion*

TALK ABOUT FAMILY MEMBERS' JOBS Invite volunteers to tell about the kind of work that someone in their family does. As children speak, they can describe where the person works, the equipment he or she uses, and so on. Remind children in the audience to listen courteously, and encourage them to ask questions when the speaker is done.

Phonemic Awareness

Phoneme Segmentation

Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT SOUNDS Remind children that they can break a word into its individual sounds. Then model how to break a word into its sounds.

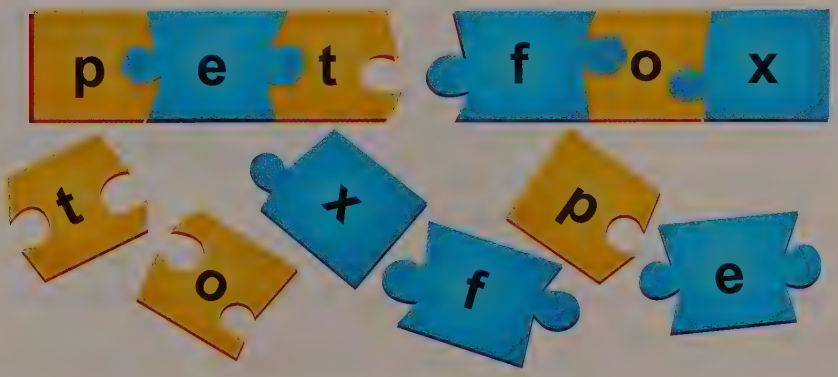
Think Aloud **I am going to say a word: *leg*. I hear the sounds /l/ /e/ /g/ in *leg*.**

Work with children to break another word into its sounds. Say: **Let's try one together: *sub*. What sounds do you hear in *sub*?**

Practice/ Apply

INDEPENDENT PRACTICE Have children segment the following words into phonemes, clearly producing the beginning, medial, and final sounds.

pot (/p/ /o/ /t/)	**cut** (/k/ /u/ /t/)	**dip** (/d/ /i/ /p/)
hen (/h/ /e/ /n/)	**wag** (/w/ /a/ /g/)	**gas** (/g/ /a/ /s/)
knit (/n/ /i/ /t/)	**bus** (/b/ /u/ /s/)	**on** (/o/ /n/)
fox (/f/ /o/ /ks/)	**pet** (/p/ /e/ /t/)	**lip** (/l/ /i/ /p/)
sat (/s/ /a/ /t/)	**rub** (/r/ /u/ /b/)	**cap** (/k/ /a/ /p/)
it (/i/ /t/)	**mitt** (/m/ /i/ /t/)	**rock** (/r/ /o/ /k/)
gem (/j/ /e/ /m/)	**man** (/m/ /a/ /n/)	**wet** (/w/ /e/ /t/)
hug (/h/ /u/ /g/)	**nod** (/n/ /o/ /d/)	**fun** (/f/ /u/ /n/)



Objective

- *To segment words into sounds*

BELOW-LEVEL

Use Blocks Have children connect three interlocking blocks and say a word, such as *map*. Then have them repeat the word sound by sound as they pull apart the blocks: /m/ /a/ /p/. Finally, they should put the blocks together again and say the word: *map*.

Professional Development

Podcasting: Phoneme Segmentation

Word Building

phonics Tested

Objectives

- *To build and read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*

Materials

- *Alphabet Cards: e, g, i, j, m, n, p, t*
- pocket chart
- *Word Builders*
- *Word Builder Cards* for *e, g, i, j, m, n, p, t*
- drawing paper
- pencils
- crayons

Professional Development

Podcasting: Word Building, Gr. K

Discriminate Sounds

HOW ARE THEY DIFFERENT? Tell children that they will be listening to words to tell how they are different. For example, say: **What is the first sound in *bed*?** (/b/) **What is the first sound in *red*?** (/r/) **How are *bed* and *red* different?** (They have different beginning sounds.) Continue with the following examples.

- **What is the first sound in *hen*?** (/h/) **What is the first sound in *ten*?** (/t/) **How are *hen* and *ten* different?** (They have different beginning sounds.)
- **What is the middle sound in *net*?** (/e/) **What is the middle sound in *not*?** (/o/) **How are *net* and *not* different?** (They have different middle sounds.)
- **Which sound is different in *pen* and *pan*?** (the middle sound)
- **Which sound is different in *wet* and *web*?** (the ending sound)

Teach/Model

DIBELS Nonsense Word Fluency NWF

Routine Card 13

BLEND WORDS Distribute *Word Builders* and *Word Builder Cards* for *e, g, i, j, m, n, p,* and *t* to children. As you place *Alphabet Cards* in a pocket chart, tell children to place the same *Word Builder Cards* in their *Word Builders*. Place *Alphabet Cards j, e, t* in the pocket chart and follow the steps on the Routine Card to blend the sounds to read the word *jet*.

Routine Card 14

MODEL WORD BUILDING Remind children that when letters in words change, so do the sounds, and that they can make new words by changing letters in words. Have children follow along with you as you model this process. Say: **I made the word *jet* with *j, e,* and *t*. Now if I take away the *j* and put *p* in its place, I have the word *pet*. Blend the sounds with me, /p/ /e/ /t/, *pet*.**

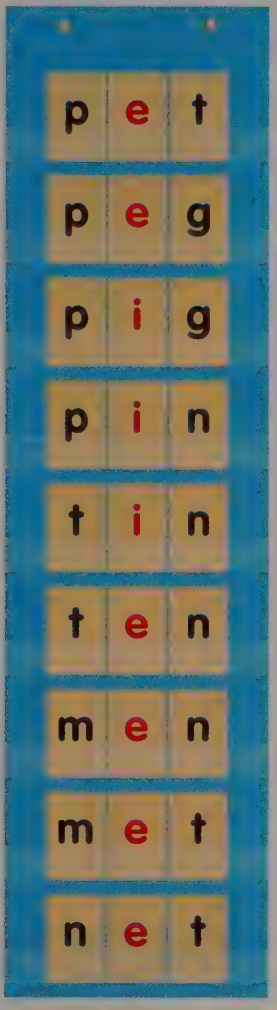
5-DAY PHONICS

- DAY 1 Word Blending
- DAY 2 Word Building
- DAY 3 Word Building
- DAY 4 Introduce Phonogram *-et*
- DAY 5 Introduce Phonogram *-eg*

Practice/Apply

BUILD WORDS Have children continue with the word *pet* in their *Word Builder.* Say:

- **Change *t* to *g*. What word did you make?**
- **Change *e* to *i*. What word did you make?**
- **Change *g* to *n*. What word did you make?**
- **Change *p* to *t*. What word did you make?**
- **Change *i* to *e*. What word did you make?**
- **Change *t* to *m*. What word did you make?**
- **Change *n* to *t*. What word did you make?**
- **Change *m* to *n*. What word did you make?**



INDEPENDENT PRACTICE On the board, write the phrase *a red hen*. Then have children draw and label a red hen.

BELOW-LEVEL

Substitute Initial Letters Modify the word-building activity so that children are substituting only initial letters in words. Use the words *jet, pet, met,* and *net*.

High-Frequency Words

Introduce: good

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: come, down, good, they, want*
- copies of word card *good*
- drawing paper, pencils, crayons

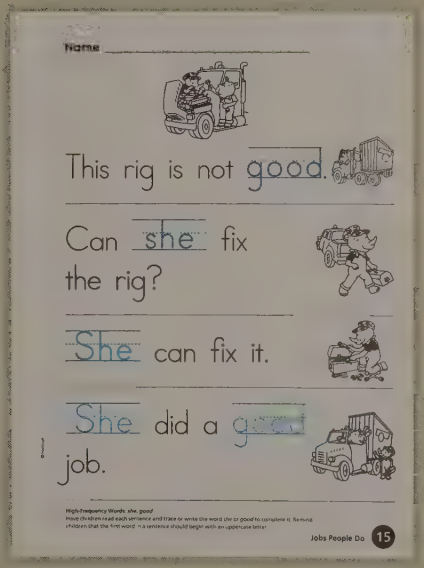
MONITOR PROGRESS

High-Frequency Words

IF children have difficulty reading the word *good*,	**THEN** have them trace the letters and read the word.

Small-Group Instruction, p. S28:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name _____

This rig is not good.

Can she fix the rig?

She can fix it.

She did a good job.

High-Frequency Words: she, good

Have children read each sentence and trace or write the word she or good to complete it. Remind children that the first word in a sentence should begin with an uppercase letter.

Jobs People Do 15

▲ Practice Book, p. 15

Teach/Model

Routine Card 16

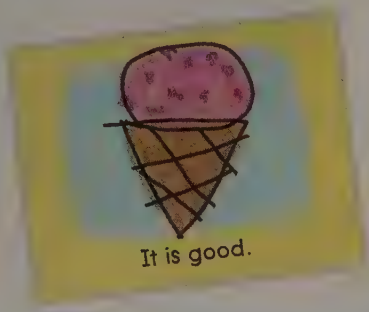
INTRODUCE THE WORD Write the word *good* on the board.

- Point to and read *good*. Have children say it with you.
- Say: **This apple tastes *good*.**
- Display the *High-Frequency Word Card good*. Say ***good*.**
- Point to each letter as you spell the word. Have children spell the word.
- Match the *High-Frequency Word Card* to the word on the board, say the word, and have children say it with you.

Practice/Apply

GUIDED PRACTICE Distribute a word card *good* (*Teacher Resource Book*, p. 45) to each child. Have children point to the word and read it. Tell children that you will show them words, and when they see *good*, they should say the word and point to it on their card. Hold up the *High-Frequency Word Cards good, down, want, they,* and *come* until children consistently identify the word *good*.

INDEPENDENT PRACTICE Write on the board: _____ *is good.* Read the words aloud. Ask children to copy the sentence frame and write a word or draw a picture of a favorite food to complete the sentence. Have children read their sentence to classmates.


It is good.

Answer Questions

Comprehension

Review

ANSWER QUESTIONS Display *Bravo, Maurice!* and read the title aloud. Point out that Maurice is the boy on the cover. Ask: **What do you think Maurice will do in this story?** Remind children that answering questions like this when they read will help them understand and enjoy what they read. Begin a Question/Answer chart. Write the question in the first column of the chart. Tell children that you will answer this question as you read the story.

▲ **Library Book** ***Bravo, Maurice!***

Question	Answer
What will Maurice do?	

Practice/Apply

DURING READING While reading *Bravo, Maurice!*, use the Monitor Comprehension questions on pages T368–T375. Stop occasionally and model how to ask questions about things you do not understand, or wonder about, in the story. Encourage children to ask questions, too.

Focus on

Print Awareness

ENVIRONMENTAL PRINT Point out that in this book the illustrator has included signs in the pictures, because Maurice lives in a city, and cities have a lot of signs. Turn to pages 10–11. Read and discuss the signs in the illustration. Ask children to compare them with signs in their own neighborhood.

Objective

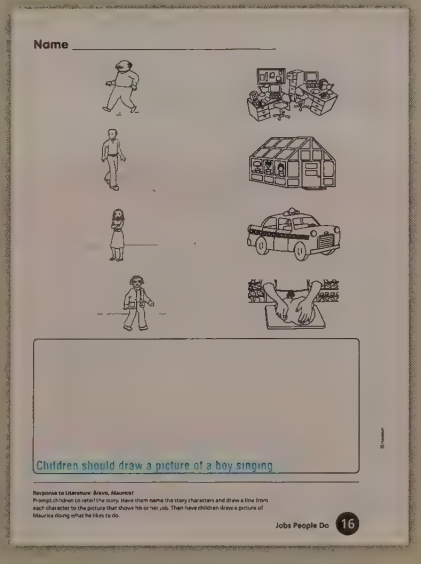
- *To answer questions about a story*

Materials

- *Library Book: Bravo, Maurice!*
- chart paper
- marker

Professional Development

Podcasting: Answering Questions, Gr. K



▲ **Practice Book, p. 16**

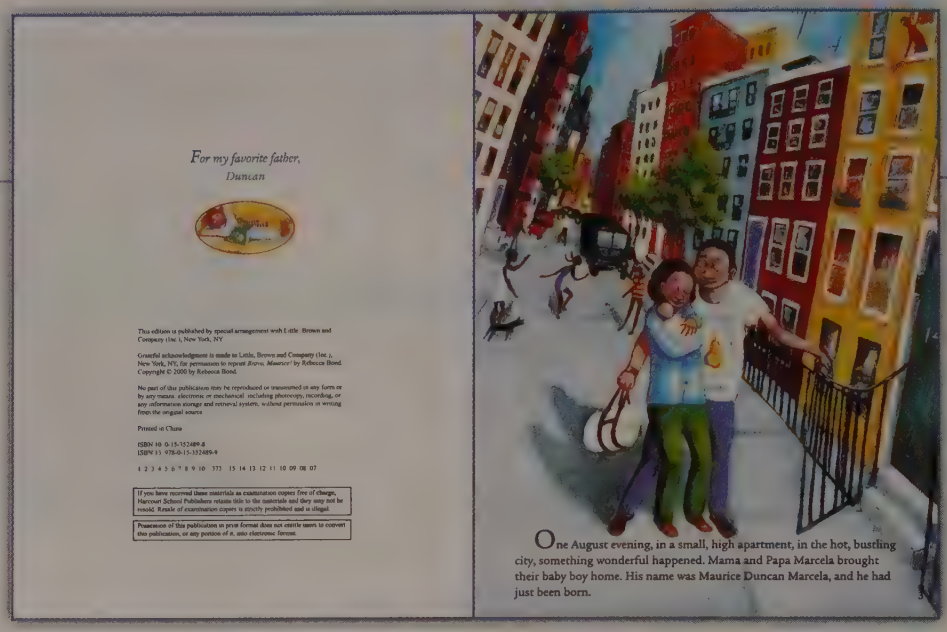
Monitor Comprehension

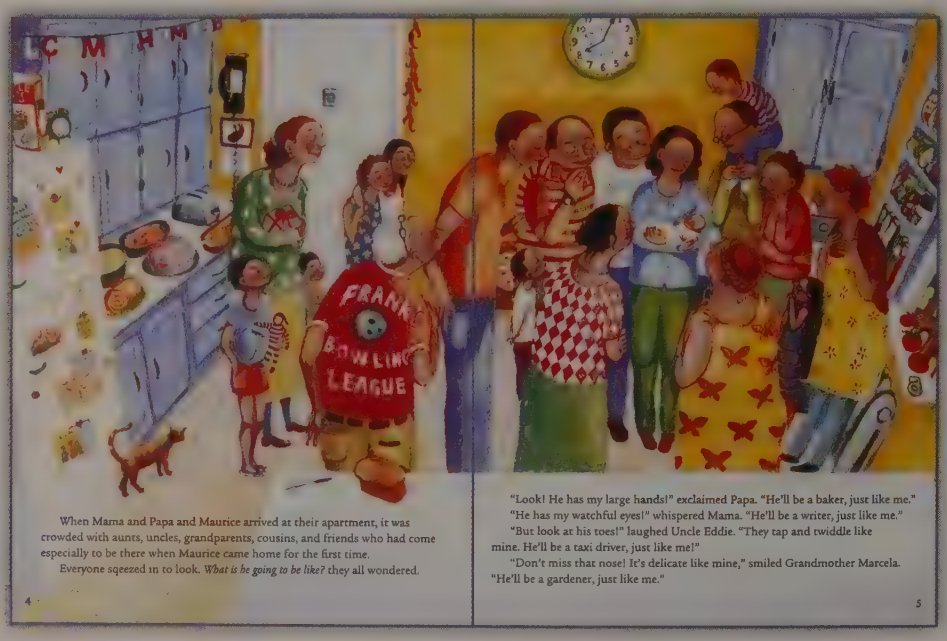
Pages 3–5

1 Routine Card 17 **PREVIEW THE BOOK** Display the cover of the book and invite children's comments about the illustration. Then read the title and ask children who they think Maurice is. (the boy on the street) Invite a volunteer to tell what the word *Bravo* means. (hooray) After previewing several pages in the book, ask: **What do you think will happen in the story?** (Responses will vary.)

2 Focus Strategy **ANSWER QUESTIONS** Model for children how to answer questions as you read.

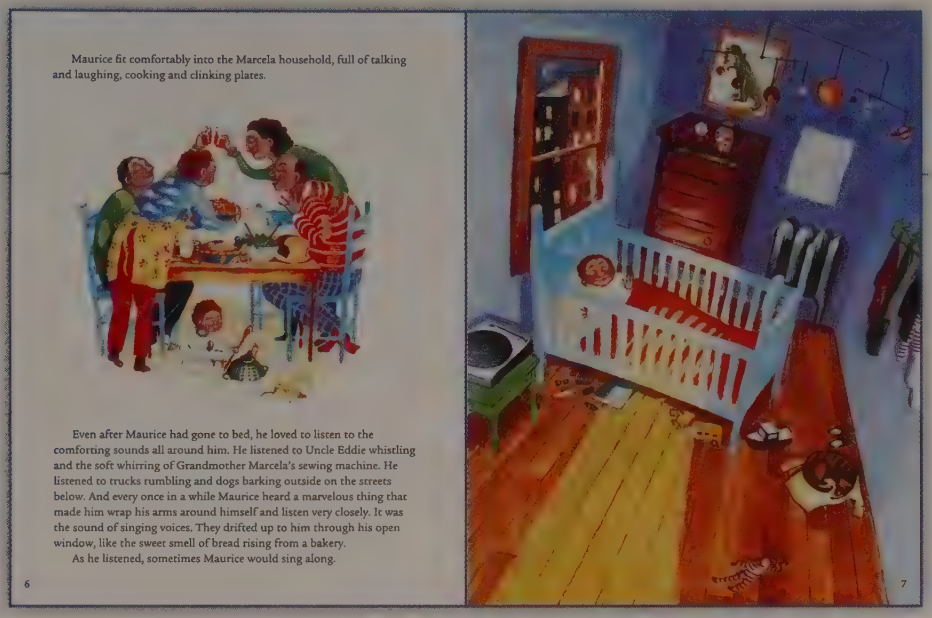
Think Aloud **There are a lot of people in the apartment. Why are they there?** Add the question to column 1 of the chart. Record the answer to the question and model how you found it: **The words tell me that they are at the apartment to see baby Maurice when he comes home for the first time.**


For my favorite father,
Duncan
One August evening, in a small, high apartment, in the hot, bustling city, something wonderful happened. Mama and Papa Marcela brought their baby boy home. His name was Maurice Duncan Marcela, and he had just been born.


When Mama and Papa and Maurice arrived at their apartment, it was crowded with aunts, uncles, grandparents, cousins, and friends who had come especially to be there when Maurice came home for the first time.
Everyone squeezed in to look. What is he going to be like? they all wondered.
"Look! He has my large hands!" exclaimed Papa. "He'll be a baker, just like me."
"He has my watchful eyes!" whispered Mama. "He'll be a writer, just like me."
"But look at his toes!" laughed Uncle Eddie. "They tap and twiddle like mine. He'll be a taxi driver, just like me!"
"Don't miss that nose! It's delicate like mine," smiled Grandmother Marcela. "He'll be a gardener, just like me."

BELOW-LEVEL

Summarize As you read the story, ask questions or make observations that will help children review the story events. For example, point out how the illustrator makes Maurice look older in the illustrations.



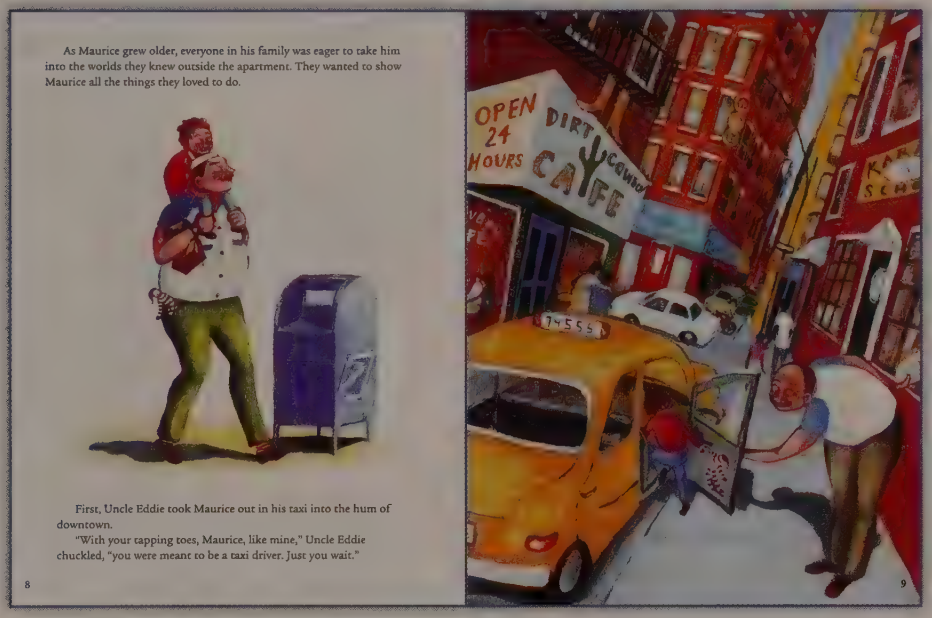
Maurice fit comfortably into the Marcela household, full of talking and laughing, cooking and clinking plates.

Even after Maurice had gone to bed, he loved to listen to the comforting sounds all around him. He listened to Uncle Eddie whistling and the soft whirring of Grandmother Marcela's sewing machine. He listened to trucks rumbling and dogs barking outside on the streets below. And every once in a while Maurice heard a marvelous thing that made him wrap his arms around himself and listen very closely. It was the sound of singing voices. They drifted up to him through his open window, like the sweet smell of bread rising from a bakery.

As he listened, sometimes Maurice would sing along.

6

7



As Maurice grew older, everyone in his family was eager to take him into the worlds they knew outside the apartment. They wanted to show Maurice all the things they loved to do.

First, Uncle Eddie took Maurice out in his taxi into the hum of downtown.

"With your tapping toes, Maurice, like mine," Uncle Eddie chuckled, "you were meant to be a taxi driver. Just you wait."

8

9

Monitor Comprehension

Pages 6–9

1. **IMPORTANT DETAILS** **What marvelous thing does Maurice hear that makes him listen closely?** (singing voices)

2. **CAUSE/EFFECT** **Why does Uncle Eddie think Maurice will be a taxi driver?** (because Maurice has tapping toes like he does)

ELL

Name and Describe Workplaces

As you read the story, invite children to point to or identify people, places, and things in the illustrations that they know about.

Monitor Comprehension

Pages 10–13

IDENTIFY CHARACTERS' EMOTIONS
How does Maurice feel when he hears the sounds of the city? Why do you think so? (He is happy; because he sings along and has the best feeling of all.)

ANSWER QUESTIONS
Model for children how to answer questions about the story.

Think Aloud **Maurice helps out in the bakery. What jobs does Maurice do? If I keep reading, I can find out the answer: Maurice rolls the dough and cuts the biscuits.**

E L L

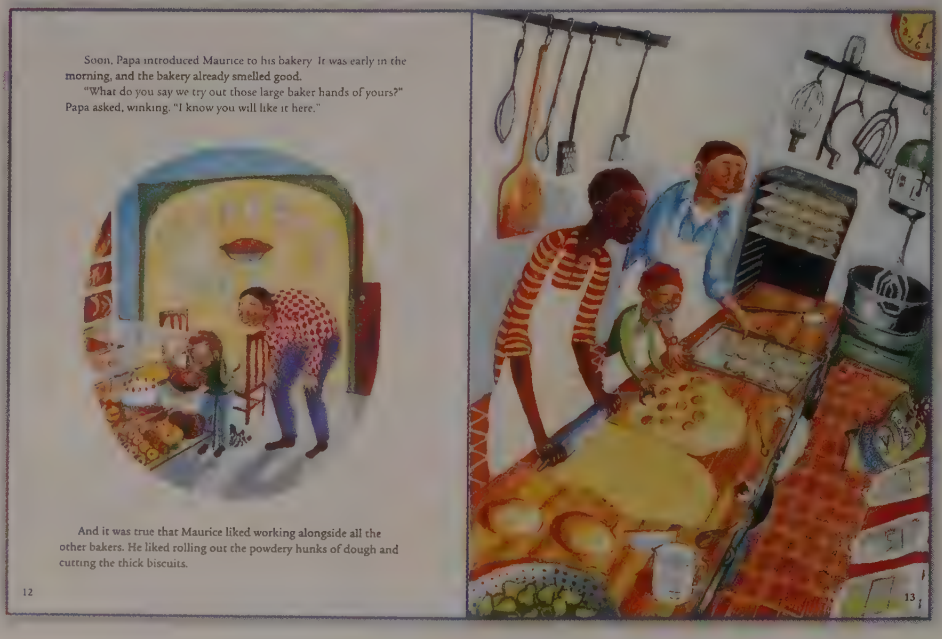
Use Pantomime Pantomime some of the items in the illustrations as you point to them; for example, pretend to toot a horn like a taxi driver or pedal a bike through traffic.

And it was true that Maurice liked sitting next to his uncle in the front seat of the cab. He liked turning the shiny buttons on the dashboard and watching the swirling streets from his window. But what Maurice liked most was listening to the sounds of the city. He listened to tires purring on slick, wet pavement and bicycle bells ringing. He listened to cars honking and iron gates clanging and voices calling back and forth, up and down the sidewalks.

Together in Maurice's head, these sounds became his own city song. Wrapping his arms around himself, Maurice would wriggle contentedly in his seat and sing along.

For Maurice, this was the best feeling of all.

10 11



Soon, Papa introduced Maurice to his bakery. It was early in the morning, and the bakery already smelled good.

"What do you say we try out those large baker hands of yours?" Papa asked, winking. "I know you will like it here."

And it was true that Maurice liked working alongside all the other bakers. He liked rolling out the powdery hunks of dough and cutting the thick biscuits.

12 13

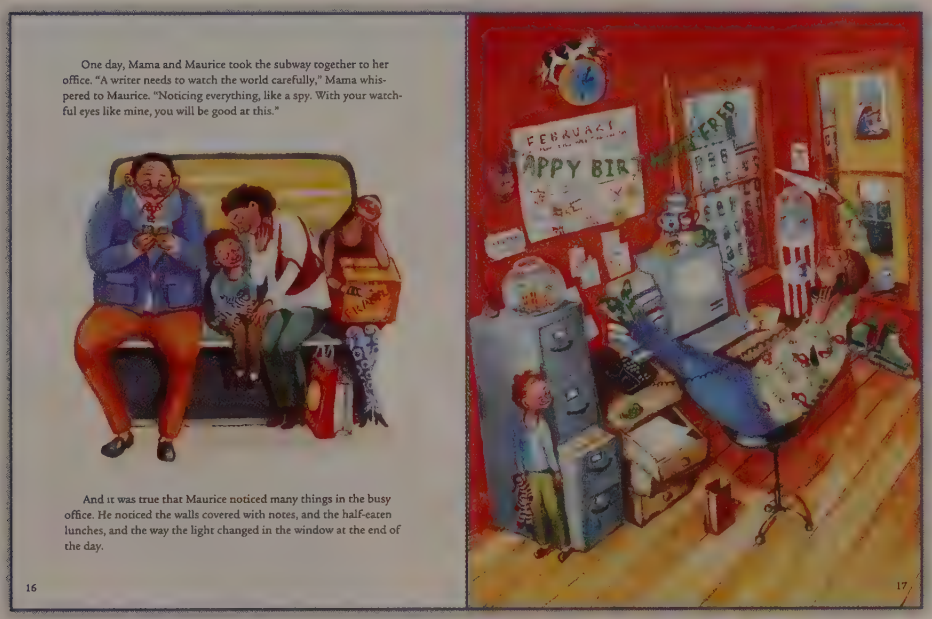
BAKEWELL
But what Maurice liked most was listening to the sounds of the bakery. He listened to the soft, floury pat of dough being flipped and kneaded, the rasping ring of a whisk circling the sides of a metal bowl, the damp crunch of nuts being ground to meal. Together, in Maurice's head, these sounds became the music of the morning bakery. Quietly, as he kneaded great mounds of dough, Maurice would sing along.
For Maurice, this was the best feeling of all.
14

Monitor Comprehension

Pages 14–17

1. **IMPORTANT DETAILS** **What does Maurice like best about the bakery?** (the bakery sounds)

2. **EXPRESS PERSONAL OPINIONS** **Would you like to work in a bakery? Why or why not ?** (Responses will vary.)


One day, Mama and Maurice took the subway together to her office. "A writer needs to watch the world carefully," Mama whispered to Maurice. "Noticing everything, like a spy. With your watchful eyes like mine, you will be good at this."
And it was true that Maurice noticed many things in the busy office. He noticed the walls covered with notes, and the half-eaten lunches, and the way the light changed in the window at the end of the day.
16
17

ELL

Pantomime Jobs Name the jobs done at the bakery: roll out the dough, cut the biscuits, knead the dough. As you name each job, pantomime the action. Have children repeat the words and actions.

Monitor Comprehension

Pages 18–21

1 **ANSWER QUESTIONS** Model how to answer questions about the story:

Think Aloud **I wonder what Grandmother Marcela does at the greenhouse. To find out, I keep reading. I find out that she takes care of plants.**

2 **MAKE PREDICTIONS** **What do you think Maurice will like best about the greenhouse?** (Possible response: the sounds)

ADVANCED

Recognize Sound Words Have children look at the office scene on pages 18–19. Then as you say each of the following sounds, ask them to name its source: ***tap-tap-tap*** (typewriter), ***ring-ring*** (phone), ***clickity-click*** (footsteps), ***squeak-squeak*** (chairs).

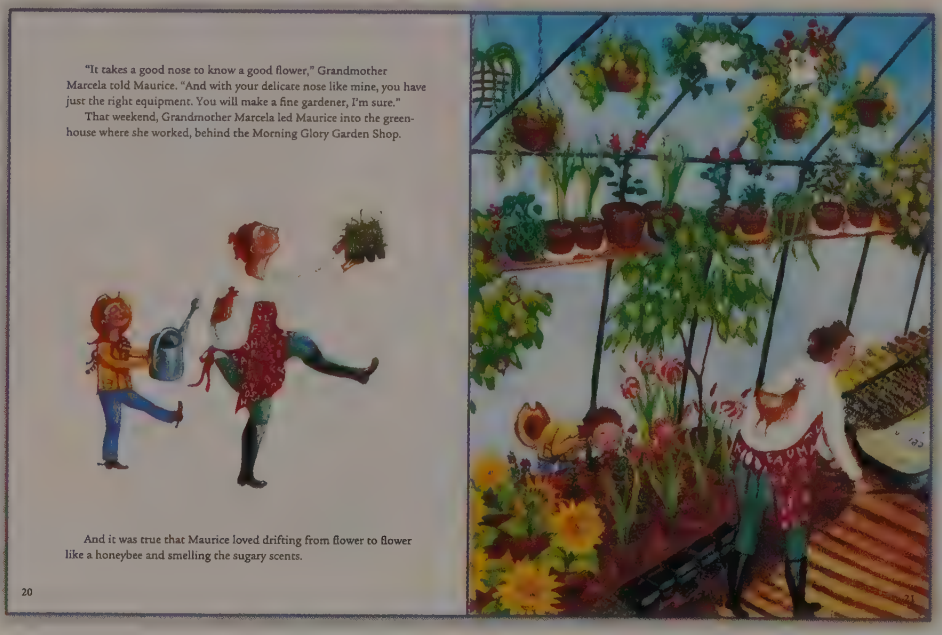
But no matter where he went, what Maurice noticed most were the sounds in the old building. From every room there erupted the noises of furiously tapping typing and constantly ringing phones. Fast footsteps went clickity-clicking down the halls. And chairs squeaked and groaned as writers leaned back to think. Together, in Maurice's head, these sounds became the office orchestra.

Lulled by the babble of machines and the buzz of movement, Maurice would sing along.

For Maurice, this was the best feeling of all.

18

19



"It takes a good nose to know a good flower," Grandmother Marcela told Maurice. "And with your delicate nose like mine, you have just the right equipment. You will make a fine gardener, I'm sure."

That weekend, Grandmother Marcela led Maurice into the greenhouse where she worked, behind the Morning Glory Garden Shop.

And it was true that Maurice loved drifting from flower to flower like a honeybee and smelling the sugary scents.

20

But what Maurice liked most was listening to the sounds of the warm, moist greenhouse. He listened to the crisp clipping of pruning shears and the chirping and caroling of visiting sparrows. He listened to the sprinkler hissing a steady stream of mist. And he listened to the summer rain, drumming down like thousands of tiny feet on the thick greenhouse glass.

Together the sounds of the greenhouse danced in Maurice's head. As he settled in among the papery petals and deep-green leaves, Maurice sang contentedly along.

For Maurice, this was the best feeling of all.

23

And so it was that Maurice spent his days in Uncle Eddie's taxi and Papa's bakery, in Mama's office and Grandmother Marcela's greenhouse. Everyone was pleased that Maurice fit so smoothly into their worlds. And in secret, they each believed they knew what this meant. *When he grew up, Maurice was going to be just like them.*

Then one August evening, in a small, high apartment, in the hot, bustling city, something wonderful happened. As the sky outside turned a pearly silver pink, Mama and Papa, Uncle Eddie, and Grandmother Marcela gathered in the kitchen, cooking together and talking, as they did on many nights.

24

Monitor Comprehension

Pages 22–25

MAKE PREDICTIONS **Who do you think Maurice will be like when he grows up?** (Responses will vary.)

Apply Comprehension Strategies

Summarize Remind children that one way to understand and remember a story is to summarize what happens in the beginning, middle, and ending.

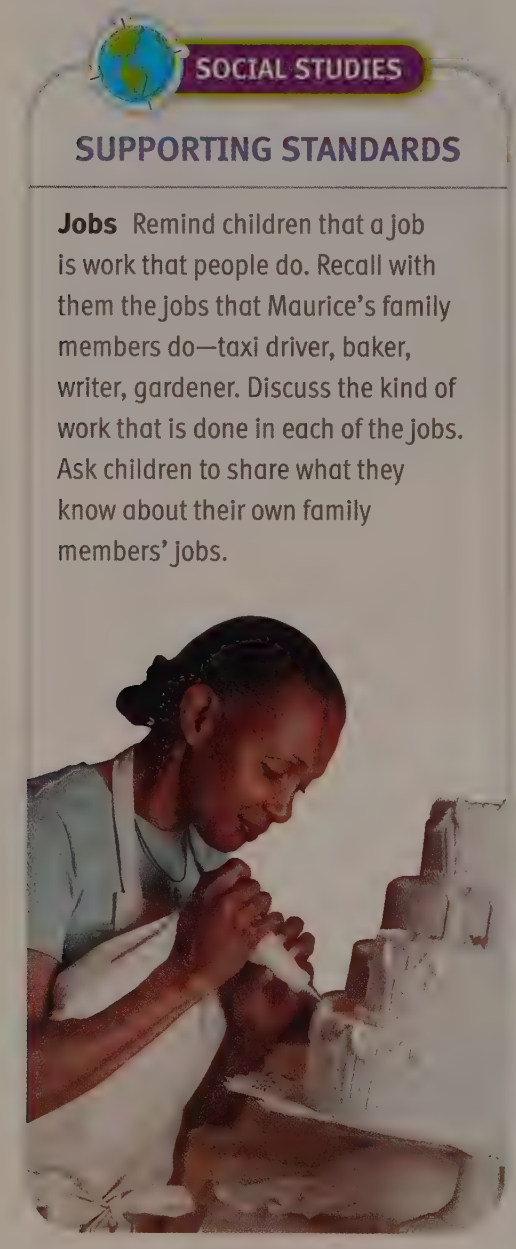
Think Aloud **When Maurice is born, everyone in his family thinks he is going to grow up to be like them. So far, Maurice has spent time at each of the places where his family members work.**

Monitor Comprehension

Pages 26–29

1. **DRAW CONCLUSIONS** **How do you think the people in Maurice's family feel when they first hear his singing?** (Possible response: surprised)

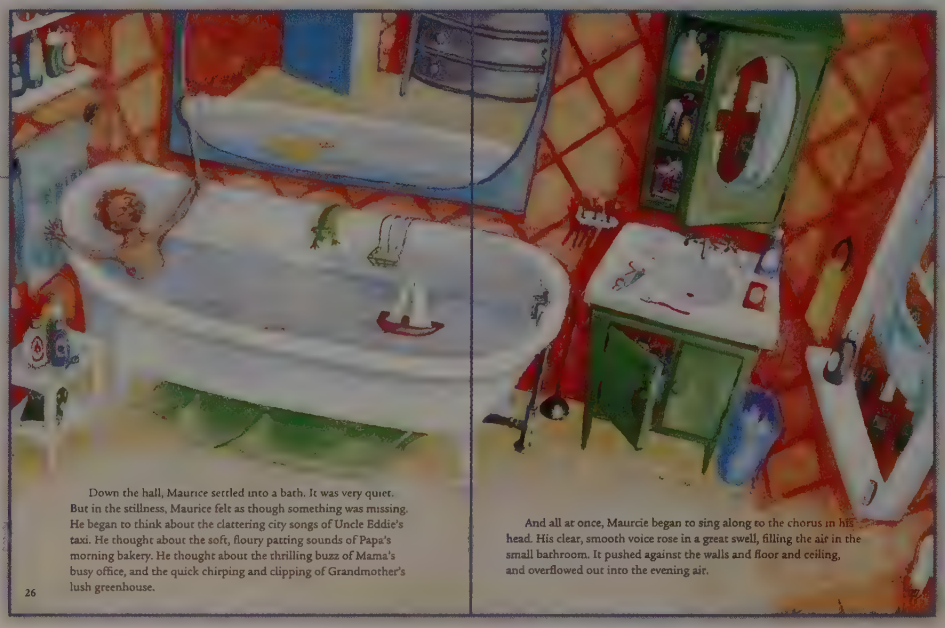
2. **NOTE DETAILS** **What is Maurice's special talent?** (singing)



SOCIAL STUDIES

SUPPORTING STANDARDS

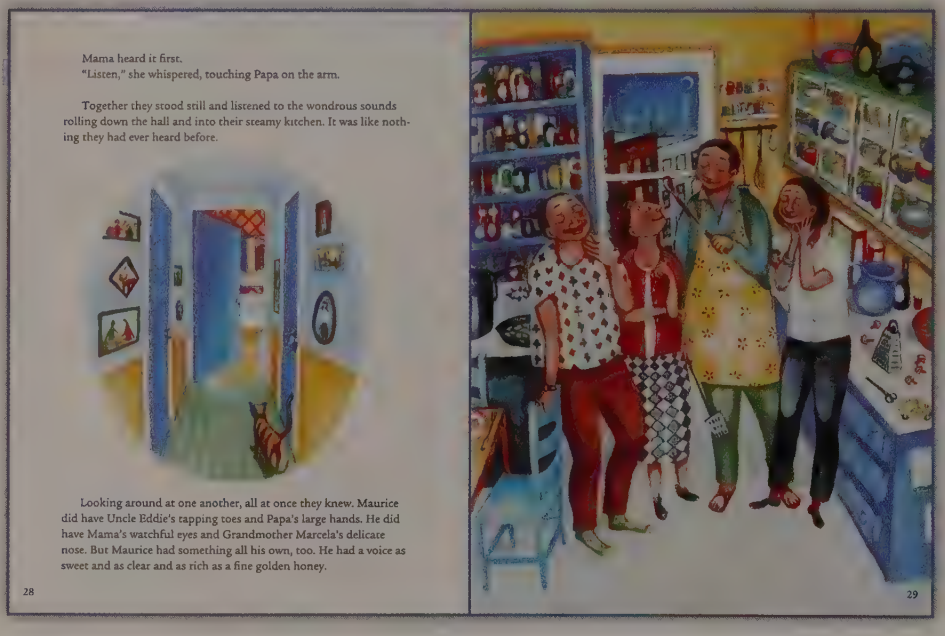
Jobs Remind children that a job is work that people do. Recall with them the jobs that Maurice's family members do—taxi driver, baker, writer, gardener. Discuss the kind of work that is done in each of the jobs. Ask children to share what they know about their own family members' jobs.



Down the hall, Maurice settled into a bath. It was very quiet. But in the stillness, Maurice felt as though something was missing. He began to think about the clattering city songs of Uncle Eddie's taxi. He thought about the soft, floury patting sounds of Papa's morning bakery. He thought about the thrilling buzz of Mama's busy office, and the quick chirping and clipping of Grandmother's lush greenhouse.

26

And all at once, Maurcie began to sing along to the chorus in his head. His clear, smooth voice rose in a great swell, filling the air in the small bathroom. It pushed against the walls and floor and ceiling, and overflowed out into the evening air.



Mama heard it first.
"Listen," she whispered, touching Papa on the arm.

Together they stood still and listened to the wondrous sounds rolling down the hall and into their steamy kitchen. It was like nothing they had ever heard before.

Looking around at one another, all at once they knew. Maurice did have Uncle Eddie's tapping toes and Papa's large hands. He did have Mama's watchful eyes and Grandmother Marcela's delicate nose. But Maurice had something all his own, too. He had a voice as sweet and as clear and as rich as a fine golden honey.

28

29

When Maurice stepped out of the bathroom, he was met with the clapping and cheering of his proud family. They hugged Maurice and kissed him and laughed. They lifted him high into the air and twirled him around like a king.
30
"The first singer in the Marcela family!" they cheered. "Bravo, Maurice!"
31

Monitor Comprehension

Pages 30–32

1. **DRAW CONCLUSIONS** **Why is the family proud of Maurice?** (He has a wonderful singing voice.)

2. **MAKE COMPARISONS** **How is Maurice different from the rest of the family?** (He is the first singer in the family.)

After Reading

Focus Strategy **ANSWER QUESTIONS** Model how to complete the chart begun on page T367.

Think Aloud **I check to see if I have answered all of my questions about the story. If some of my questions still don't have answers, I try to figure them out.**

Question	Answer
Why are the people at the apartment?	They want to see the new baby.
What jobs does Maurice do at the bakery?	Maurice rolls the dough, kneads it, and cuts the biscuits.
What work does Grandmother Marcela do at the greenhouse?	Grandmother Marcela takes care of the plants.

Build Robust Vocabulary

Listening/Speaking: *Words from the Library Book*

Objective

- *To develop robust vocabulary by discussing literature*

lush A place that is *lush* is full of healthy, growing plants.

marvelous Something *marvelous* is terrific or wonderful.

constantly If you do something *constantly*, you do it all the time.

ELL

Act Out Scenes Have children act out the meanings of the words. Have them show

- how they would walk through a lush jungle.
- how they would feel if they saw a marvelous movie.
- how they would constantly march in place.

Teach/Model

Routine Card 15

INTRODUCE ROBUST VOCABULARY Use *Routine Card 15* to introduce the words.

1. Put the word in **selection context.**
2. Provide for children the **Student-Friendly Explanation.**
3. Have children **say the word** with you.
4. Use the word in other contexts, and have children **interact with the word's meaning.**
5. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

1. **Selection Context:** The greenhouse in the story is **lush** with plants.
4. **Interact with Word Meaning:** A jungle is an example of a lush place. What would you do to keep a garden lush?

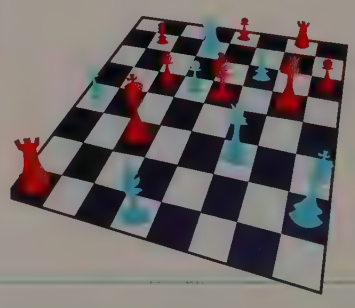
1. **Selection Context:** In the story, Maurice hears the **marvelous** sound of singing voices.
4. **Interact with Word Meaning:** I had a marvelous time at a friend's party. We had so much fun! If you have a marvelous time at a place, would you want to go back? Tell why.

1. **Selection Context:** In the story, the phones are ringing **constantly** in Mama's office.
4. **Interact with Word Meaning:** In the summer, you may run a fan constantly to stay cool. If a baby is crying constantly, is she crying some of the time or all of the time?

Practice/Apply

GUIDED PRACTICE Ask children to do the following:

- Name a place that is lush with plants.
- Show how they would look if they were about to play a marvelous game.



Shared Writing

Story

Write Together

BRAINSTORM Remind children that in the story *Bravo, Maurice!*, they saw pictures of many workers doing their jobs. With children, browse through the book to identify some city workers.

Tell children that they will help you write a story about one of the workers in the book. If children have trouble focusing their ideas, you might choose a city worker they seem interested in, and review what he or she does on the job. Help them think of something exciting that might happen during his or her day.

WRITING TRAIT **IDEAS** Tell children that before they begin writing a story, they should decide if it will be about real or make-believe characters and events. That will help them know what to write.

WRITE THE STORY Invite children to think of a good way to begin the story. Help them use vivid words and relate events in a logical sequence. Ask: **What should happen next? Did we leave out something important? How will our story end?** When children are satisfied with their story, read it aloud. Then brainstorm titles and have children vote on their favorite.

Share

READ THE STORY Read aloud the story. Ask children if they want to add anything else to it.

Sergio's Big News

Sergio is a bus driver in the big city. One day he surprised the people on his bus. He told them that his wife had just had a baby! Everybody clapped and cheered. The next day, some riders gave him little gifts for the new baby.

Objective

- *To write a story*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Job Have children draw and write about a job they would like to have.

E L L

Rephrase into Sentences
Rephrase children's ideas into complete sentences. Say the sentences aloud and have children repeat them.

Day at a Glance

Day 4

Phonemic Awareness
- Phoneme Segmentation

phonics
- Phonogram *-et*

High-Frequency Words
- Review: *she, good*

Reading
- *Decodable Book 15: The Bad Leg*

▲ Decodable Book 15

Comprehension
Focus Skill
Review: Main Idea
- *Library Book: Bravo, Maurice!*

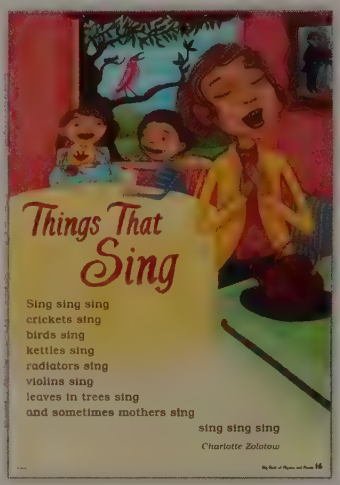
Robust Vocabulary
- Review: *lush, marvelous, constantly*

Writing
- Shared Writing: Story

Warm-Up Routines

Begin with a Poem

Objective *To recite and discuss a poem*

RECITE A POEM Ask children if they remember a poem about things that sing. Display page 16 in the *Big Book of Rhymes and Poems*. Recite "Things That Sing," and ask children why they think the boy in *Bravo, Maurice!* would like the poem. Point out that Maurice sang in the bathtub, and invite several children to tell where and when they like to sing. Then ask a child to suggest a familiar song for everyone to sing.

▲ Big Book of Rhymes and Poems, p. 16

Oral Language

Objective *To compose a poem*

INNOVATE ON A POEM Reread the poem "Things That Sing." Then ask children to suggest things that dance, and write their ideas on chart paper. Using the same format as the poem about things that sing, invite children to compose a poem about things that dance.

Phonemic Awareness

Phoneme Segmentation Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT SOUNDS Remind children that they can break a word into its individual sounds. Then model how to break a word into its sounds.

Think Aloud **Listen as I say a word: *ten*. I hear the sounds /t/ /e/ /n/ in *ten*.**

Work with children to break a word into its sounds. Say: **Let's try one together: *bat*. What sounds do you hear in *bat*?** (/b/ /a/ /t/)

Practice/Apply

INDEPENDENT PRACTICE Have children segment the following words into phonemes, clearly producing the beginning, medial, and final sounds.

run (/r/ /u/ /n/)	**back** (/b/ /a/ /k/)	**hip** (/h/ /i/ /p/)
fit (/f/ /i/ /t/)	**lot** (/l/ /o/ /t/)	**yet** (/y/ /e/ /t/)
mug (/m/ /u/ /g/)	**knock** (/n/ /o/ /k/)	**pan** (/p/ /a/ /n/)

Spiral Review

PHONEME IDENTITY: MEDIAL Tell children that they are now going to tell which sound is the same in a group of words. Model an example. Say: **I will say three words: *big, hit, fin*. I hear the /i/ sound in the middle of each word. The sound in the middle of *big, hit,* and *fin* is the same.** Have children repeat each set of words and name the sound that is the same in each set.

cap, ran, sat (/a/)	**hen, set, bed** (/e/)
fit, pig, dip (/i/)	**nut, puff, duck** (/u/)
dog, cot, pop (/o/)	**tip, kiss, dig** (/i/)

Objectives

- *To segment words into sounds*
- *To identify the same sound in a group of words*

BELOW-LEVEL

Elongate Medial Sounds As you read each group of words in the Spiral Review activity, elongate the middle sound in each word. Then ask children to name the sound they hear in each word.

Professional Development

Podcasting: Phoneme Segmentation

Phonogram *-et*

phonics Tested

Objectives

- *To blend sounds to read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*
- *To write consonant-vowel-consonant words*

Materials

- *Write-on/Wipe-off Boards*
- chart paper
- markers
- *Word Builders*
- *Word Builder Cards e, j, p, t, w*

Discriminate Sounds

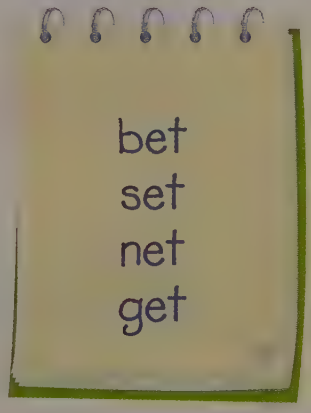
IDENTIFY RHYMING WORDS Say the words *wet* and *set,* and have children repeat them. Ask how the two words are the same. (They both have /et/; they rhyme.) Tell children you are going to say pairs of words. If the words rhyme, children say "They rhyme." If the words do not rhyme, children say nothing. Use the following pairs of words.

let, bet	met, win	get, pet
box, net	yet, jet	vet, sad

PRODUCE RHYMES Then tell children that you are going to say a word. They will think of a word that rhymes with it, raise their hand, and say the rhyming word when you call on them. Use the following words: *in, let, ten.*

Teach/Model

READ WORDS WITH *-et* Write the word *bet* on chart paper. Track the print as children read the word. Then write the word *set*. Again, track the print as children read the word. Ask children to read the two words, and tell them how the words are the same. Explain that the words *bet* and *set* are in the *-et* word family because they both end in *-et*. Continue by writing the words *net* and *get* and having children read the words.



5-DAY PHONICS

DAY 1	Word Blending
DAY 2	Word Building
DAY 3	Word Building
DAY 4	Introduce Phonogram *-et*
DAY 5	Introduce Phonogram *-eg*

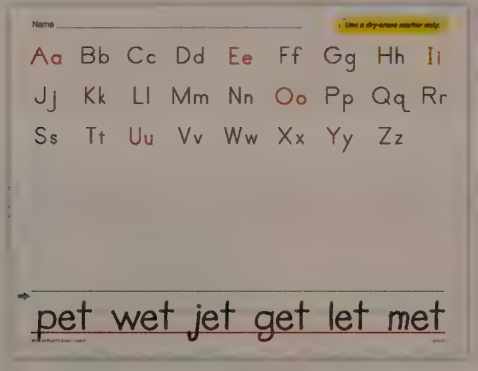
Practice/Apply

GUIDED PRACTICE Write the words *pet, tap,* and *web* on the board, and have children read each word. If the word is in the *-et* word family, have children write it on their *Write-on/Wipe-off Board.*

Then have children listen as you say the words *wet, run, nap,* and *jet.* As you say each word, have them write it on their *Write-on/Wipe-off Board* if it is in the *-et* word family. Suggest that children use the words on the board for reference.

wet **run** **nap** **jet**

INDEPENDENT PRACTICE Write a new list of words on the board, and have children write the words in the *-et* word family on their *Write-on/Wipe-off Board.* Use the following words: *get, tin, pig, let, met, lap.*



BELOW-LEVEL

Build and Write Words Have children work with their *Word Builders* and *Word Builder Cards e, j, p, t,* and *w.* Guide them in building and blending the words *pet, jet,* and *wet.* After children blend each word, have them write it on their *Write-on/Wipe-off Board.*

Reading

Apply Phonics

Objectives

- *To decode words*
- *To read simple words in connected text*

Materials

- drawing paper
- pencils
- crayons
- pocket chart
- *High-Frequency Word Cards: she, good*
- *Decodable Book 15: The Bad Leg*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  she, good, the

▲ Decodable Book 15

Review

WRITE WORDS Distribute paper. Have children write the words *net, jet,* and *pet.*

REVIEW HIGH-FREQUENCY WORDS Place the *High-Frequency Word Cards she* and *good* in the pocket chart. Ask volunteers to read each word. Point to the words repeatedly and at random, having children say the word you point to each time.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *The Bad Leg.* Invite a volunteer to read the title. Tell children that this book is about a pet rabbit with a hurt leg. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Choral Reading Have children follow along in their own books as you read *The Bad Leg* to model fluent reading. Then reread the book and invite children to read along with you.

ON LEVEL

Read and Reread Ask children to follow along in their own books as you read *The Bad Leg.* Then guide children through the story, using the Monitor Comprehension questions.

ADVANCED

Act It Out Partners can read *The Bad Leg* together. After reading, they can act out the story. Lead them in a discussion about their favorite parts.

ELL

Preview Preview the illustrations and describe simply what is happening on each page before children read. Then guide children through the story, using the Monitor Comprehension questions.

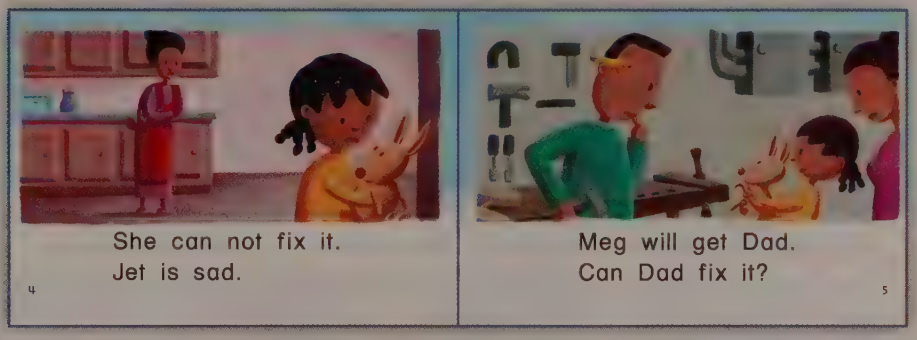
Monitor Comprehension

Jet can not hop.
She has a bad leg.

2

Meg will get Mom.
Can Mom fix it?

3

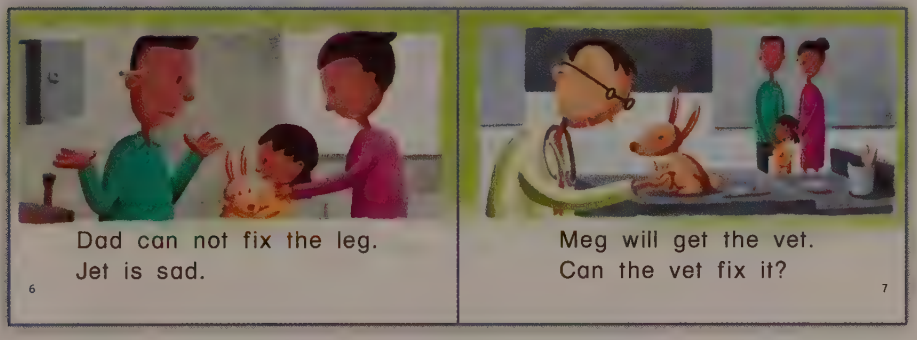


She can not fix it.
Jet is sad.

4

Meg will get Dad.
Can Dad fix it?

5



Dad can not fix the leg.
Jet is sad.

6

Meg will get the vet.
Can the vet fix it?

7

The vet can fix it.
The leg is good.

8

1 Focus Skill **MAIN IDEA** **What is the main idea of the story?** (A rabbit has a bad leg.)

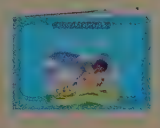
2 **SUMMARIZE** **Who can fix Jet's leg?** (the vet)

3 **RELATE PICTURES TO TEXT** **How does the vet fix Jet's leg?** (The vet bandages it.)

Build Fluency

Repeated Reading Have children reread *The Bad Leg* at least four times to develop fluency and gain automaticity.

School-Home Connection



Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Main Idea

Comprehension

Tested

Objectives

- *To listen to and respond to a story*
- *To identify the main idea of a story*

Materials

- *Library Book: Bravo, Maurice!*
- *Story Retelling Cards: Bravo, Maurice!*

Review

BEFORE READING Remind children that the main idea of a story is what the story is mostly about. Have children talk about what they have learned about main ideas during the week.

▲ **Library Book** ***Bravo, Maurice!***

Then tell children that you are going to read *Bravo, Maurice!* again. Ask them to listen so that they can discuss the main idea of the story afterward.

Practice/Apply

DURING READING As you read the story aloud, invite children to compare and contrast the illustrations of city and apartment life with their own neighborhood and family experiences.

AFTER READING Discuss the story with children.

- **Would you like to be a child in Maurice's family? Why or why not?** (Responses will vary.)
- **What is this story mostly about?** (*Bravo, Maurice!* is about a boy whose family wants him to be special, just like they are.)
- **Sometimes, people in an audience clap and yell *Bravo!* after a singer has finished singing. How is *Bravo, Maurice!* a good title for this story?** (Possible response: because Maurice has a good voice, loves to sing, and might grow up to be a singer)

Respond to Literature

RETELL AND RESPOND Have children use the *Story Retelling Cards* to retell the story and identify the main idea. (A boy's family wants him to be special, just like they are.) Help them recall the four workers in Maurice's family: a baker, a cab driver, a writer, and a gardener. Ask children to tell about Maurice's experiences as he grows up in the city.

▲ Story Retelling Cards 1–6, *Bravo, Maurice!*

RESPOND THROUGH MUSIC Reread the end of the story, beginning on page 26. Invite children to imagine the song that Maurice might be singing in the bathtub. Encourage volunteers to hum, tap out a rhythm, or string together nonsense syllables. Some children might want to use rhythm instruments to help express how they think Maurice feels at the end of the story.

MONITOR PROGRESS

Comprehension: Main Idea

IF	THEN
children have difficulty identifying the main idea,	name the main idea for them and have them point out details in the story that support it.

Small-Group Instruction, p. S29:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Build Robust Vocabulary

Listening/Speaking: *Words from the Library Book*

Objective

- *To develop robust vocabulary through meaningful experiences*

lush A place that is *lush* is full of healthy, growing plants.

marvelous Something *marvelous* is terrific or wonderful.

constantly If you do something *constantly*, you do it all the time.

Relate to Real Life Relate the Vocabulary Words to children's experiences. For example:

- Name a lush place near their school.
- Show a classroom object that is marvelous. Tell why it is marvelous.
- Show a picture of something that makes a constant noise, such as a ticking clock.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *lush*, *marvelous*, and *constantly*. Then discuss each word, using the following examples.

lush

- **Would a lush garden have lots of plants or just one plant?**
- **Let's pretend we are in a lush garden. What do you see? What are some shapes and colors? What can you hear? Does it smell good in the garden? Let's find a velvety leaf or a smooth leaf. Watch out for the prickly rosebush!**

marvelous

- **Would you call a cat or a dog marvelous? Tell why.**
- **Which word means almost the same as *marvelous*, *unfortunate* or *amazing?***
- **Name something you think is marvelous. Tell why you think so.**
- **Who is the most marvelous make-believe character you can think of? What makes him or her marvelous?**

constantly

- **Does *constantly* mean "never" or "all the time"?**
- **If your puppy is barking constantly, would your neighbors feel happy or upset? Tell why.**
- **Let's constantly blink our eyes. Let's constantly tap our fingers. What is something else we can do constantly?**

Shared Writing

Story

Write Together

BRAINSTORM Remind children that they wrote a story about someone who works in a city. Discuss the lists of workers you brainstormed earlier in the week or ask children to brainstorm a new list. Then have children agree on a worker to write about.

WRITING TRAIT **IDEAS** Tell children that before they start a story, they can draw or write ideas. Write the name of the worker in the middle of the board. Ask children to help you make a word web of words and phrases about the person.

SHARE THE PEN Tell children that together you will write a story about the city worker and what he or she does on the job. Have children refer to the word web to think of ideas. Help them think of a good beginning sentence that will draw the reader into the story. Guide children to sequence events as they contribute ideas to the story by asking questions such as these: **What does the worker do next? Did we leave out something important?**

Write the story on the chart paper. Invite children to write letters or words they know. After the story is complete, ask children to think of a good title for the story.

Mail Time!

It's time to deliver the mail! The mail carrier walks down the street. People are glad to see her coming, because she brings their mail. At last, her bag is empty, and she can go home.

Share

READ THE STORY Read aloud the story, tracking the print. Ask children to tell about their favorite part of the story.

Objective

- *To write a story*

Materials

- chart paper
- marker
- paper
- pencils

Writing Prompt

Write a Caption Have children draw a picture of a place they would like to visit in Maurice's city, or in a city they have seen or heard about. Encourage them to write a caption for their picture.

ELL

Pantomime the Story Read aloud the story on the chart paper. Have children act out what happens in the story.

Day at a Glance

Day 5

Phonemic Awareness
- Phoneme Segmentation

phonics
- Phonogram -eg

High-Frequency Words
- Review: *she, good*

Reading
- *Decodable Book 16: Get the Bell*

▲ Decodable Book 16

Comprehension
Focus Strategy

Review: Answer Questions
- *Read-Aloud Anthology:* "Pig Pig Gets a Job," *pp. 66–67*

Robust Vocabulary
- Review: *appreciate, grace, hush, lush, marvelous, constantly*

Writing
- Shared Writing: Story

Warm-Up Routines

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Tell children that long ago, people sold food and other things on the street; a modern example might be a hot-dog or a lemonade stand. Explain that you will sing a song that asks a question about one of these workers. Say or sing the first verse of "The Muffin Man." Then teach children the reply. (Yes, I know the muffin man. . .) After children are familiar with both verses, have them form two groups. One group sings the question and the other group sings the answer. You may also wish to play the song on the *Music CD*.

Do you know the muffin man,
The muffin man, the muffin man?
Do you know the muffin man,
Who lives on Drury Lane?

Oral Language

Objective *To ask and answer riddles*

ANSWER RIDDLES ABOUT JOBS Ask: **What job does the muffin man do?** (sells muffins) **What worker might have made the muffins?** (a baker) Then model for children how to ask riddles about jobs:

- **This worker can put out fires. Who is it?** (a firefighter)
- **This worker helps sick pets. Who is it?** (a vet)
- **This worker delivers letters. Who is it?** (a mail carrier)

Invite volunteers to make up their own riddles and ask classmates to guess the workers.

Phonemic Awareness

Phoneme Segmentation

Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT SOUNDS Remind children that they can break a word into its individual sounds. Then model how to break a word into its sounds.

Think Aloud **Listen as I say a word: *jam*. I hear the sounds /j/ /a/ /m/ in *jam*.**

Work with children to break a word into its sounds. Say: **Let's try one together. Listen: *wet*. What sounds do you hear in *wet*?** (/w/ /e/ /t/)

Practice/Apply

INDEPENDENT PRACTICE Have children segment the following words into phonemes, clearly producing the beginning, medial, and final sounds.

dug (/d/ /u/ /g/)	**it** (/i/ /t/)	**mop** (/m/ /o/ /p/)
lap (/l/ /a/ /p/)	**tuck** (/t/ /u/ /k/)	**tag** (/t/ /a/ /g/)
kid (/k/ /i/ /d/)	**less** (/l/ /e/ /s/)	**neck** (/n/ /e/ /k/)

Spiral Review

PHONEME IDENTITY: MEDIAL Tell children that they are now going to tell which sound is the same in a group of words. Model an example. Say: **I will say three words: *not, fox, hop*. I hear the /o/ sound in the middle of each of these words. Listen: *not, fox, hop*.** Have children name the sound that is the same in each of the following sets of words.

fed, get, pen (/e/)	**rip, him, sit** (/i/)
rock, lot, hog (/o/)	**sum, bug, cup** (/u/)

Objectives

- *To segment words into sounds*
- *To identify common medial sounds in words*

ADVANCED

Words with Consonant Blends

Say words with consonant blends for children to segment, for example, *spot, crab, flag,* and *drum*.

Professional Development

Podcasting: Phoneme Segmentation

Phonogram -eg

phonics Tested

Objectives

- *To blend sounds to read simple one-syllable words*
- *To understand that as the letters of words change, so do their sounds*
- *To write consonant-vowel-consonant words*

Materials

- *Write-on/Wipe-off Boards*
- markers
- *Teacher Resource Book*, p. 82
- scissors
- crayons
- paper, glue

Discriminate Sounds

IDENTIFY RHYMING WORDS Say the words *leg*, *big*, and *peg* and have children repeat them. Point out that *leg* and *peg* rhyme because they both end with /eg/. *Big* does not rhyme with *leg* and *peg*, because it ends with /ig/. Tell children that you are going to say sets of words. They should tell you the words that rhyme in each set of words.

ten, pan, when (ten, when)

beg, leg, tag (beg, leg)

vet, bet, bat (vet, bet)

mat, dot, lot (dot, lot)

run, van, man (van, man)

top, sob, hop (top, hop)

Teach/Model

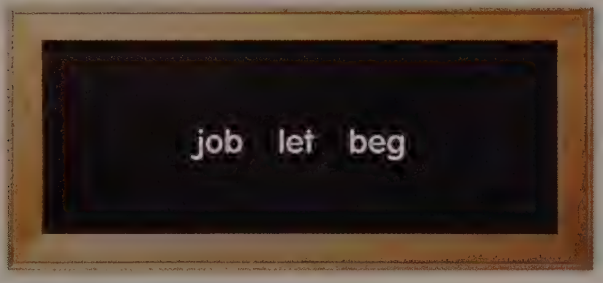
READ WORDS WITH *-eg* Write the word *peg* on the board. Track the print as children read the word. Then write the word *leg*. Again, track the print as children read the word. Ask children to read the two words. Point out that the words both end with *-eg*; the words rhyme. Explain that the words *peg* and *leg* are in the *-eg* word family because they both end in *-eg*. Continue by writing the word *beg* and having children read the word.

5-DAY PHONICS

- DAY 1 Word Blending
- DAY 2 Word Building
- DAY 3 Word Building
- DAY 4 Introduce Phonogram *-et*
- DAY 5 Introduce Phonogram *-eg*

Practice/Apply

GUIDED PRACTICE Write the words *job, let,* and *beg* on the board, and have children read each word. If the word is in the *-eg* word family, have children write it on their *Write-on/Wipe-off Board.*

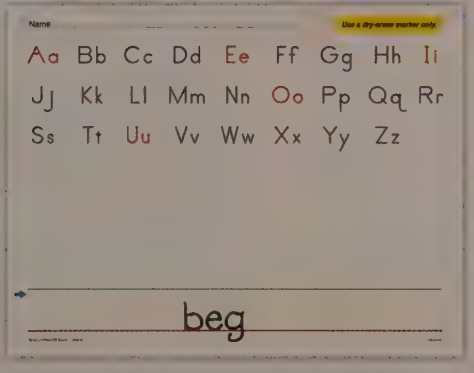


Then have children listen as you say the words *set, leg, hot,* and *peg.* As you say each word, have them write it on their *Write-on/Wipe-off Board* if it is in the *-eg* word family. Suggest that children use the words on the board for reference.

set **leg** **hot** **peg**

Independent Practice

INDEPENDENT PRACTICE Have children write the incomplete word *__eg* on their *Write-on/Wipe-off Boards.* Then tell them to write one consonant (*b, l,* or *p*) to complete the word. Ask children to read the completed word to a partner. Distribute copies of *Teacher Resource Book* page 82. Have children follow the directions on the page.



ADVANCED

Write a Sentence Have children write a sentence using the word *leg.* Ask them to read their sentence to a partner.

Reading

Apply Phonics

Objectives

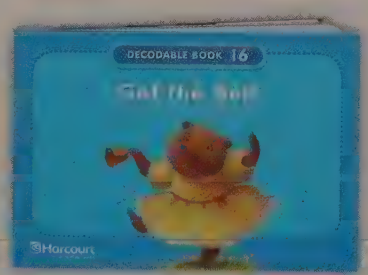
- *To decode words*
- *To read simple words in connected text*

Materials

- copies of word cards *she* and *good*, *Teacher Resource Book*, pp. 44, 45
- *Decodable Book 16: Get the Bell*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  she, good, the, see, go, here



▲ Decodable Book 16

Review

READ WORDS Write the word *leg* on the board. Model blending the sounds as you run a finger under each letter. Run a finger under the letters, having children read the word. Repeat for *beg* and *peg*.

REVIEW HIGH-FREQUENCY WORDS Distribute word cards for *she* and *good* (*Teacher Resource Book*, pages 44, 45) to each child. Use the word *good* in a sentence. Have children listen to the sentence, find the word card *good*, and hold it up. Repeat for the word *she*.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *Get the Bell*. Invite a volunteer to read the title. Tell children that this book is about a bear who loses a bell. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Review High-Frequency Words Have children review the high-frequency words *she* and *good* before reading *Get the Bell*.

ON-LEVEL

Guided Comprehension Guide children through the story, using the Monitor Comprehension questions. Then discuss children's favorite parts.

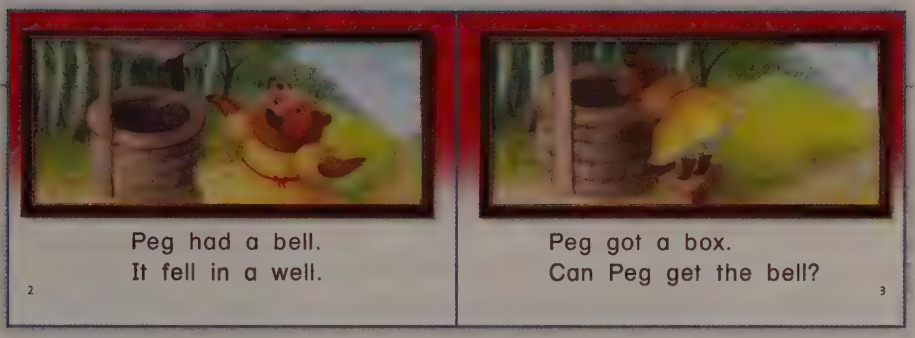
ADVANCED

Read Aloud Have children practice reading aloud *Get the Bell*. They can read the story to a partner or to a small group. Lead children in a discussion of their favorite parts of the story.

ELL

Preview Before children read, page through the book and identify the bell and the characters Peg, Meg, and Ed in the illustrations. Then guide children through the story, using the Monitor Comprehension questions.

Monitor Comprehension

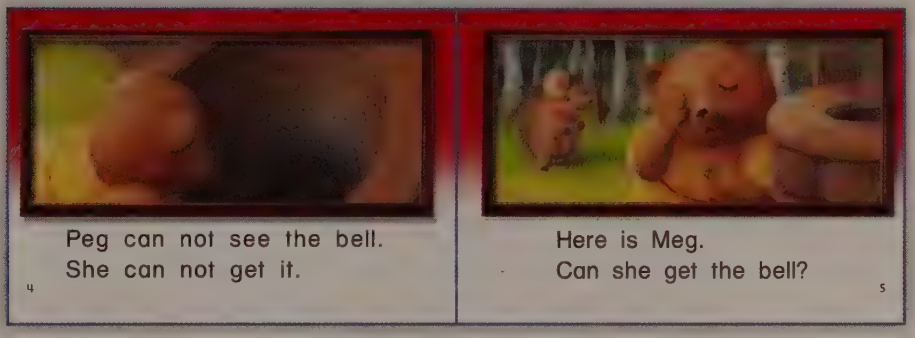


Peg had a bell.
It fell in a well.

2

Peg got a box.
Can Peg get the bell?

3

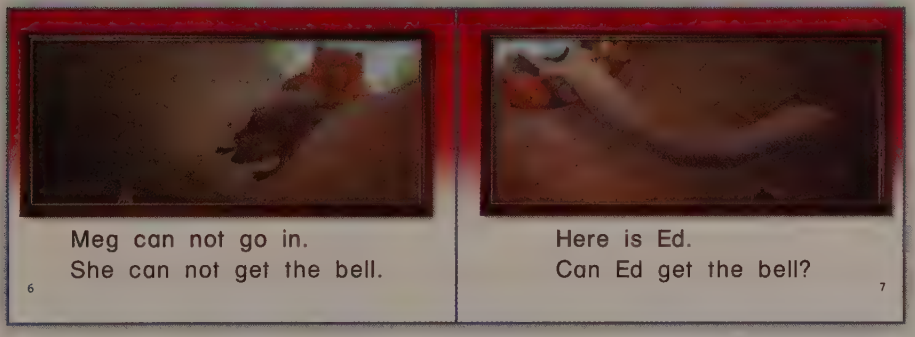


Peg can not see the bell.
She can not get it.

4

Here is Meg.
Can she get the bell?

5

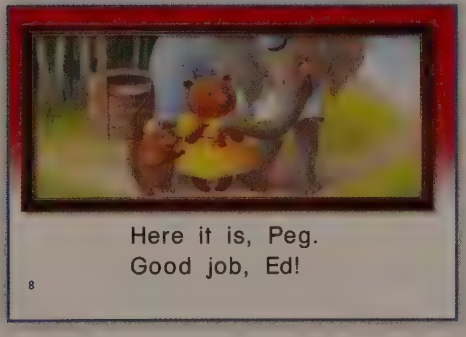


Meg can not go in.
She can not get the bell.

6

Here is Ed.
Can Ed get the bell?

7



Here it is, Peg.
Good job, Ed!

8

1 **IDENTIFY CHARACTERS' EMOTIONS** **How do you think Peg feels when her bell falls in the well? Why do you think so?** (Possible response: She feels sad because she can't get her bell out of the well.)

2 **RELATE PICTURES TO TEXT** **How does Ed get the bell from the well?** (He uses his trunk to get the bell.)

Build Fluency

Repeated Reading Have children reread *Get the Bell* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Answer Questions

Comprehension

Objective

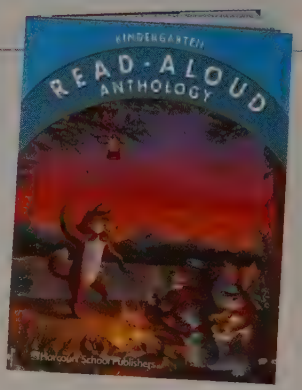
- *To answer questions about a story*

Materials

- *Read-Aloud Anthology:* "Pig Pig Gets a Job," pp. 66–67
- chart paper
- marker

Review

ANSWER QUESTIONS Remind children that one way to help you understand what happens in a story is to answer questions as you read.



▲ **Read-Aloud Anthology "Pig Pig Gets a Job," p. 66**

Display the chart from Day 3, page T375. Recall with children that you asked and answered questions about *Bravo, Maurice!* Say: **While I was reading, I had a few questions. I wrote the questions and the answers to help me understand what was happening in the story.**

Routine Card 17

Tell children that today you will read a story about an animal named Pig Pig and his big plans for making money. Explain that as you read, you will answer questions you have about the story.

Question	Answer

DURING READING As you read, model for children how to answer questions about the story. Record questions and answers on the chart as you read.

Think Aloud **The title of the story is "Pig Pig Gets a Job." I wonder: Why does Pig Pig want to get a job? I'll keep reading to see if I can answer that question.**

Practice/Apply

GUIDED PRACTICE As you read "Pig Pig Gets a Job," invite children to ask questions if they do not understand something. Encourage others to listen attentively to questions. Guide them to give appropriate and courteous responses to the questions. Record all questions and answers on the chart.

Question	Answer
Why does Pig Pig want a job?	He wants money.
Why does Pig Pig want money?	He wants to buy something.
What is Pig Pig's great idea?	He thinks his mother should give him a job.

RESPOND Discuss with children that Pig Pig's mother pays him money for doing little jobs for their family. Invite children to share their own family stories that might reflect customs, regions, and culture. Point out that families sometimes do things in different ways. Explain that in some families, children do chores without getting paid, while in other families, like Pig Pig's, children get an allowance, or money, for doing jobs at home.

ELL

Act Out Jobs Name the jobs that Pig Pig says he will do. Have children act out each of the jobs.

Build Robust Vocabulary

Listening/Speaking: *Weekly Review*

Objectives

- *To develop robust vocabulary through meaningful experiences*
- *To understand and use new vocabulary*

REVIEW
Robust Vocabulary

appreciate	**lush**
grace	**marvelous**
host	**constantly**

MONITOR PROGRESS

Robust Vocabulary

IF	**THEN**
children do not demonstrate understanding of the words,	say each word, provide its meaning, and say it in a strong context sentence.

Small-Group Instruction, pp. S30–S31:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

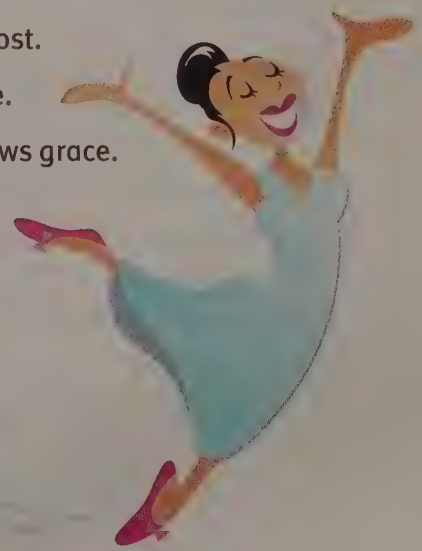
Review

USE ROBUST VOCABULARY Tell children that they have learned some interesting words this week: *appreciate, grace, host, lush, marvelous,* and *constantly.* Remind children of the Student-Friendly Explanations as necessary. Ask the following questions to gauge children's understanding of the words.

- **If you *appreciate* someone's help, what might you say to that person?**
- **Would a *lush* yard be full of dirt or tall green grass? Why?**
- **Would someone be more likely to *host* a swimming party or a story? Tell why.**
- **Name something *marvelous* you have done at school.**
- **If someone is ice-skating with *grace*, is the person falling down or moving smoothly? Show us.**
- **If a phone rings *constantly*, does it ring all the time or only one time? Close your eyes and let's see if we can hear something that makes noise constantly. Tell what you hear.**

Have children demonstrate understanding of some words by telling them to:

- tell about something marvelous they have seen.
- name an event they would like to host.
- tell about someone they appreciate.
- demonstrate a dance step that shows grace.



Shared Writing

Story

5-DAY WRITING

DAY 1	Modeled Writing
DAY 2	Modeled Writing
DAY 3	Shared Writing
DAY 4	Shared Writing
DAY 5	Shared Writing

Write Together

BRAINSTORM Ask children to brainstorm the jobs that Pig Pig thinks he would like to do to make money. List each one on chart paper as children mention it. Then tell children that they will help you write a story about what happens when Pig Pig does one of these jobs. Have children decide which idea would make the best story.

WRITING TRAIT

IDEAS Tell children that writers often think of several ideas before they write a story. That way, they can choose the best one to write about.

SHARE THE PEN Before you begin writing, review the story idea and ask children what might happen when Pig Pig does that particular job. Encourage children to listen attentively so that they can build on each other's ideas. You might wish to point out that the original Pig Pig story was almost all dialogue.

When children are ready to begin writing, talk about how the story should begin, what should happen next, and so on. After you write each sentence, read it aloud so that children can be sure they are telling events in a logical order. Invite children to help you write letters or words they know. After the story is complete, ask children to think of a good title.

The Sandwich

Pig Pig **makes a sandwich for his** *mom*. **First, he** gets **two pieces of bread. He puts peanut butter on one** and **jelly** on **the other. Then he smashes them together. Pig Pig's** *mom* **takes a big bite.** *"Yum, yum!"*

Objective

- *To write a story*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

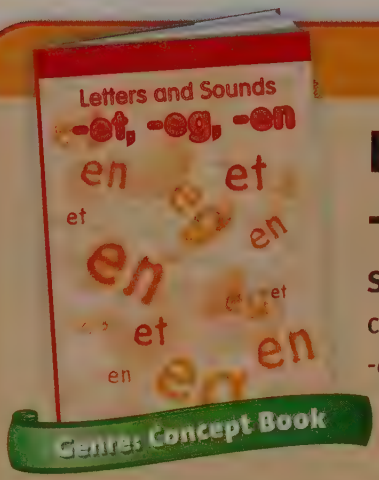
Self-Selected Writing Have children write and draw about anything they would like. If they have difficulty thinking of a topic, have them ask two friends what they're going to write about.

ADVANCED

Say Dialogue Have children act out the story as you read it aloud. Have them make up more dialogue for Pig Pig and his mother to say.

Leveled Readers

Reinforcing Skills and Strategies



BELOW-LEVEL

Letters and Sounds -et, -eg, -en

SUMMARY Children identify pictures of common objects and read words that end in *-et, -eg,* or *-en.*

- phonics: **Phonograms *-et, -eg, -en***

Before Reading

BUILD BACKGROUND/SET PURPOSE Write the word *net* on the board and slide your finger under each letter as you blend the sounds. Have children repeat after you. Say: **/n/ /e/ /t/. Blend the sounds with me, /n/ /e/ /t/. *Net.* The word is *net.*** Have children say the word naturally. Repeat the process for the words *leg* and *ten.* Tell children that today they will read a book with words with the ending sounds *-et, -eg,* and *-en.* Suggest that children read to find words that end in *-et, -eg,* or *-en.*

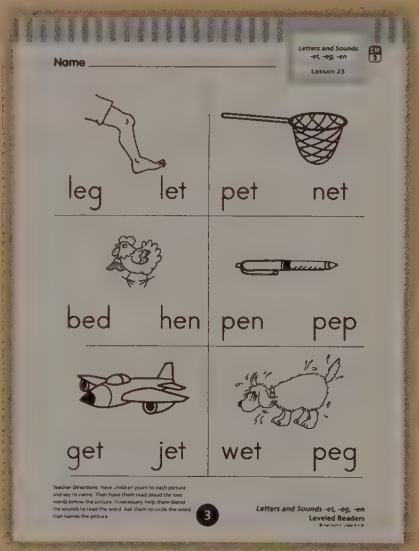
Reading the Book

FIRST READING During the first reading, be sure that children are saying the correct word for each picture. (See the Photo Index on the inside back cover.) Say each picture name aloud with children. Model how you blend the sounds as you track the print at the bottom of the page.

SECOND READING Ask children to read the book again. As they read each word, have them run a finger under the letters in the word. Ask: **What sound do you hear at the beginning of [net]? What sound do you hear at the end? Show how you blend the sounds.**

CONNECT SOUNDS TO LETTERS Give each pair of children a slip of paper with *-et, -eg,* or *-en* written on it. As they reread the book, have the child with the appropriate phonogram match it to the phonogram in the book and read the word aloud.

LEVELED READER TEACHER GUIDE



▲ Leveled Reader Teacher Guide, p. 3

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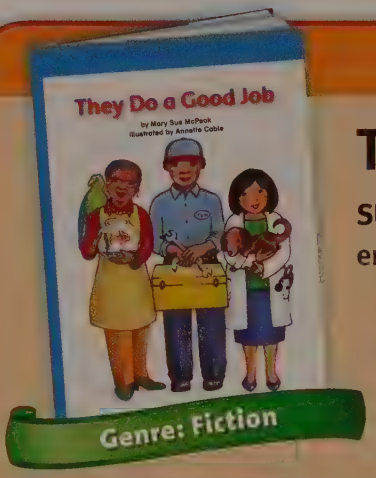
★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online



ON-LEVEL

They Do a Good Job

SUMMARY Children read about a pet store employee, a vet, and a car mechanic.

- phonics: Phonograms *-et, -eg*
- High-Frequency Words: *she, good*
- Focus Skill: Main Idea

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children to name some jobs they know about. Ask them to explain how the people who do these jobs help others. Tell children that the story they will read is about jobs people do. Invite a child to read aloud the title and describe what is happening in the cover illustration. Ask children to use the title and illustration to predict what might happen in the book. Suggest that children read the story to learn more about jobs people do.

Reading the Book

PAGES 2–5 **SETTING** **Where does Miss Bess work?** (Possible response: She works at a pet store.)

PAGES 6–8 **DETERMINE AUTHOR'S PURPOSE** **Why does the author name the book *They Do a Good Job?*** (Possible response: because the people in the book do a good job and help people.)

REREAD FOR FLUENCY Have partners alternate reading a sentence of the story at a time. Remind them to raise their voice at the end of a sentence that ends with a question mark.

Think Critically

(See inside back cover for questions.)

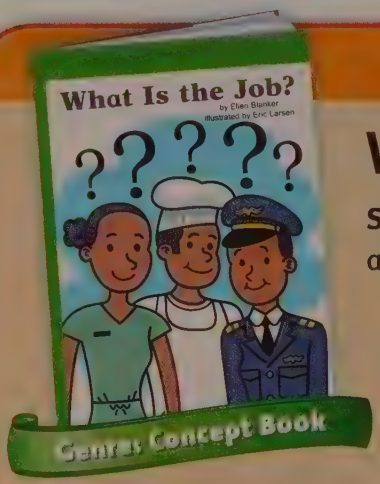
1. **MAIN IDEA** jobs people do
2. **IMPORTANT DETAILS** Miss Bess sells pets; the vet helps Jim's cat; Tom fixes and paints the van.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Leveled Readers

Reinforcing Skills and Strategies



ADVANCED

What Is the Job?

SUMMARY Children learn about a vet, a cook, and a jet pilot.

- phonics: **Phonograms** *-et, -eg*
- **High-Frequency Words:** *she, good*
- Focus Skill **Main Idea**

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children to talk about jobs they would like to do. Ask why they would like to do these jobs. Explain that this book is about some jobs that people do. Write the words *cook* and *pilot* on the board and read them aloud to children. Tell them they will see these words in the story. Ask a child to read aloud the title of the book. Have children set their own purposes for reading.

Reading the Book

PAGES 2–5 **EXPRESS PERSONAL OPINIONS** **Would you like to be a vet or a cook? Why?** (Possible response: I would like to be a cook because I like food.)

PAGES 6–8 **SEQUENCE** **What is the last job the book tells about?** (a jet pilot)

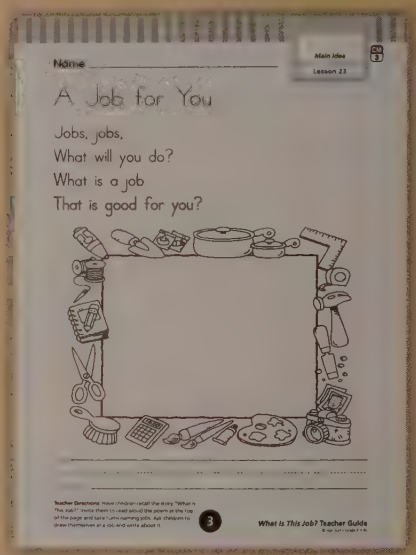
REREAD FOR FLUENCY Have partners alternate reading pages of the book. Encourage them to read with expression.

Think Critically

(See inside back cover for questions.)

1. **MAIN IDEA** jobs people do
2. **DETERMINE AUTHOR'S PURPOSE** Possible response: to tell about jobs people do
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE


Name _____ Main Idea Lesson 23

A Job for You

Jobs, jobs,
What will you do?
What is a job
That is good for you?

3 What Is This Job? Teacher Guide

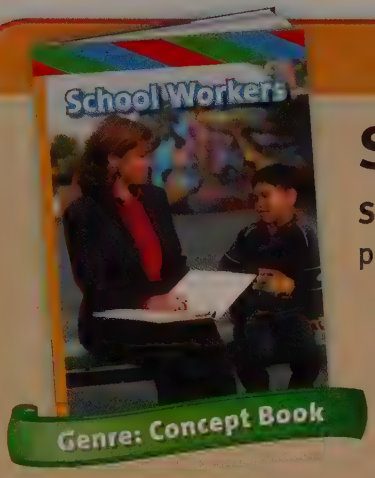
▲ Leveled Reader Teacher Guide, p. 3

www.harcourtschool.com/storytown

Go online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online



ELL

School Workers

SUMMARY Children identify and name jobs people do at school.

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Before Reading

BUILD BACKGROUND/SET PURPOSE Tell children they will be reading about people who work at schools. Name some of the school workers children may know by name. Ask yes/no questions about their jobs, such as: **Is [Mr. Dean] a [teacher]? Does he teach children?** Then read aloud the title to children and talk about the image on the cover.

Reading the Book

PREVIEW THE STORY Invite children to browse through the book and name jobs they know. Encourage their efforts: **Yes, she is a teacher.**

RELATE PICTURES TO TEXT Have children follow along as you point to the pictures and read the text. Invite them to repeat the words and tell or act out what each person does in his or her job. Encourage children to use these sentence frames as they discuss the pages: **She/he is a [teacher]. She/he [teaches children].**

REREAD FOR FLUENCY Invite children to take turns naming each job as they reread the book.

LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

Lesson 24

WEEK AT A GLANCE

Phonemic Awareness
Phoneme Segmentation

Phonics
Consonants /y/*y*, /z/*z*

High-Frequency Words
Review: *up*, *down* ,*we*, *want*, *she*, *good*, *out*, *who*, *are*, *they*

Reading
Decodable Book 17: Mom Can Go

Decodable Book 18: Zip the Bag

Literature
Big Book: *My Teacher Can Teach ... Anyone!* by W. Nikola-Lisa

Library Book: *Zara's Hats* by Paul Meisel

Library Book: *Bravo, Maurice!* by Rebecca Bond

Read-Aloud Anthology: "Caps for Sale" by Esphyr Slobodkina

Comprehension
Characters

Monitor Comprehension: Make Inferences

Robust Vocabulary
Review: *protecting, volunteer, responsible, adore, melancholy, exquisite, appreciate, grace, host, lush, marvelous, constantly*

Writing
Form: Story

Trait: Sentence Fluency

= Focus Skill **= Focus Strategy** **= Tested Skill**

Lesson 24

Digital CLASSROOM

GO online www.harcourtschool.com/storytown

To go along with your print program

FOR THE TEACHER

Prepare

- GO online Professional Development *in the Online TE*
- Videos for Podcasting

Plan & Organize

- GO online Online TE & Planning Resources*

FOR THE STUDENT

Read

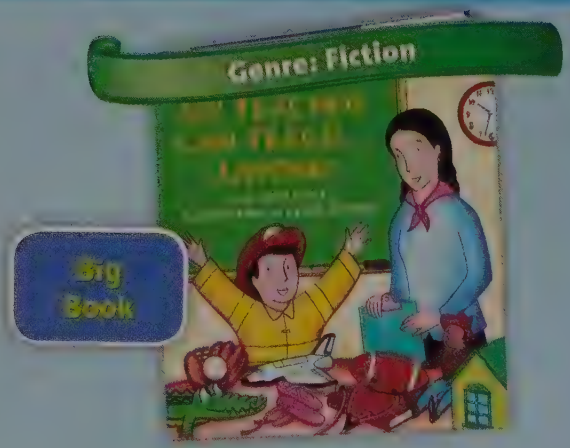
- GO online Leveled Readers

Practice & Apply

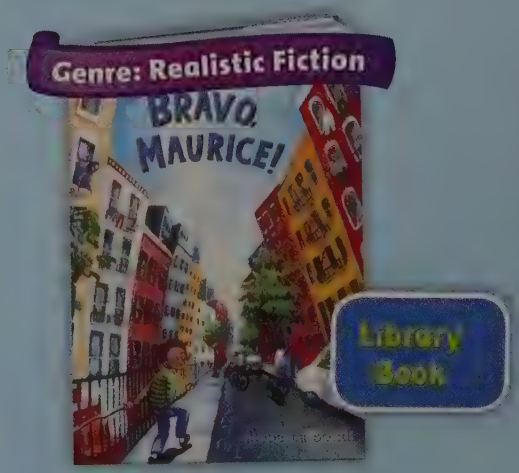
- Splash into Phonics CD-ROM

**Also available on CD-ROM*

Literature Resources

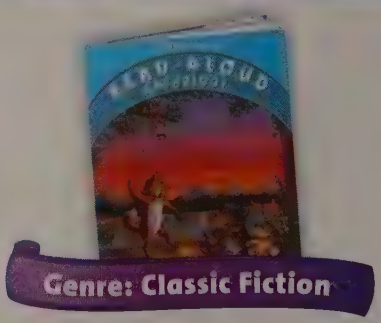


Audiotext *Big Book selections are available on Audiotext.*



ADDITIONAL READING

Decodable Books
Mom Can Go
Zip the Bag



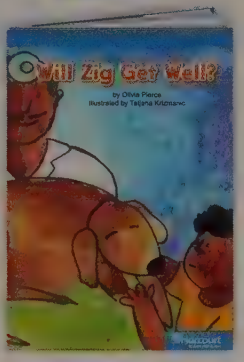
Read-Aloud Anthology
"Caps for Sale," pp. 62–65

Big Book of Rhymes and Poems
"Wouldn't You?," p. 30

Support for Differentiated Instruction

GO online LEVELED READERS

BELOW-LEVEL



ON-LEVEL

ADVANCED

ELL

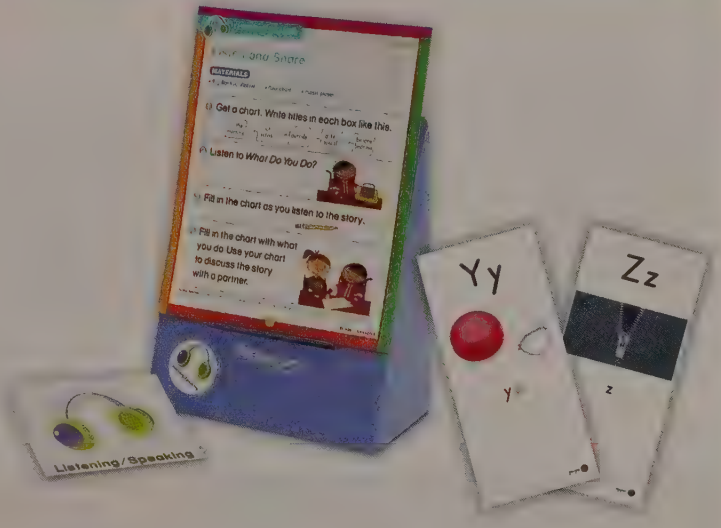
ADDITIONAL RESOURCES

◀ Strategic Intervention Resource Kit, Lesson 24

ELL

◀ ELL Extra Support Kit, Lesson 24

◀ Challenge Resource Kit, Lesson 24


Get a chart. Write titles in each box like this.
Listen to What Do You Do?
Fill in the chart as you listen to the story.
Fill in the chart with what you do. Use your chart to discuss the story with a partner.
Listening/Speaking
Yy
Zz

- Literacy Center Kit
- Practice Book, pp. 17–24
- Phonics Practice Book, pp. 109–118
- Sound/Spelling Cards Yy and Zz
- Letter/Sound Rhymes Charts 23 and 24
- Photo Cards
- Alphabet Cards
- High-Frequency Word Cards
- Word Builders and Word Builder Cards
- Write-on/Wipe-off Boards

Go online Online TE & Planning Resources

90+ Minutes

Suggested Lesson Planner

	Day 1	Day 2
Step 1 Whole Group (20-60+ Minutes)		
Daily Routines • *Begin the Day* • *Oral Language Practice* • *Phonemic Awareness*	**BEGIN WITH A POEM**, p. T414 **ORAL LANGUAGE**, p. T414 **PHONEMIC AWARENESS**, p. T415 Phoneme Segmentation	**BEGIN WITH A SONG**, p. T422 **ORAL LANGUAGE**, p. T422 **PHONEMIC AWARENESS**, p. T423 Phoneme Segmentation
Word Work • phonics • *High-Frequency Word*	phonics, p. T416 Introduce: Consonant *Yy* **HIGH-FREQUENCY WORDS**, p. T418 Review: *are*, *they*, *we*	phonics, p. T424 Relate *Yy* to /y/ **HIGH-FREQUENCY WORDS**, p. T426 Review: *are*, *they*
Skills and Strategies • *Comprehension* • *Reading* • *Listening/Speaking Vocabulary*	**COMPREHENSION**, p. T419 Review: Characters **READING**, p. T419 Big Book: *My Teacher Can Teach . . . Anyone!* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T420 Review: *adore, appreciate, protecting*	**COMPREHENSION**, p. T427 Review: Characters **READING**, p. T427 Big Book: *My Teacher Can Teach . . . Anyone!* ▲Big Book **BUILD ROBUST VOCABULARY**, p. T428 Review: *volunteer, host, grace*
Step 2 Small Groups (45+ Minutes)	**Suggestions for Differentiated Instruction** *(See pp. T408–T409.)*	
Step 3 Whole Group (15-20+ Minutes) **Language Arts** • *Writing*	**SHARED WRITING**, p. T421 Review: Story **WRITING TRAIT: Sentence Fluency** Writing Prompt *Draw and write about a trip you would like to take with the class.*	**SHARED WRITING**, p. T429 Review: Story **WRITING TRAIT: Sentence Fluency** Writing Prompt *Draw and write about a story character who comes to your room.*

= Focus Skill = Focus Strategy = Tested Skill

Skills at a Glance

phonics
- Consonants /y/y, /z/z

Comprehension
- Characters
- Monitor Comprehension: Make Inferences

Phonemic Awareness
- Phoneme Segmentation

Vocabulary
- **HIGH-FREQUENCY:** Review
- **ROBUST:** *Review*

Day 3

BEGIN WITH A SONG, p. T430

ORAL LANGUAGE, p. T430

PHONEMIC AWARENESS, p. T431
Phoneme Segmentation

phonics, p. T432
Introduce: Consonant *Zz*

HIGH-FREQUENCY WORDS, p. T434
Review: *she, good*

COMPREHENSION, p. T435

Review: Monitor Comprehension: Make Inferences

READING, p. T435
Library Book: *Zara's Hats*

▲Library Book

BUILD ROBUST VOCABULARY, p. T436
Review: *responsible, constantly, melancholy*

Day 4

BEGIN WITH A RHYME, p. T438

ORAL LANGUAGE, p. T438

PHONEMIC AWARENESS, p. T439
Phoneme Segmentation

phonics, p. T440
Relate *Zz* to /z/

HIGH-FREQUENCY WORDS, p. T442
Review: *are, they, she, good*

READING, p. T442
Decodable Book 17: *Mom Can Go*

▲Decodable Book 17

COMPREHENSION, p. T444

Review: Characters

READING, p. T444
Library Book: *Bravo, Maurice!*

▲Library Book

BUILD ROBUST VOCABULARY, p. T446
Review: *marvelous, exquisite, lush*

Day 5

BEGIN WITH A SONG, p. T448

ORAL LANGUAGE, p. T448

PHONEMIC AWARENESS, p. T449
Phoneme Segmentation

phonics, p. T450
Consonants /y/y, /z/z

HIGH-FREQUENCY WORDS, p. T452
Review: *are, they, she, good*

READING, p. T452
Decodable Book 18: *Zip the Bag*

▲Decodable Book 18

COMPREHENSION, p. T454
Review: Monitor Comprehension: Make Inferences

READING, p. T454
Read-Aloud Anthology: "Caps for Sale"

▲Read-Aloud Anthology

BUILD ROBUST VOCABULARY, p. T456
Review: *adore, joyous, protecting, host, responsible, jolly, melancholy*

BELOW-LEVEL ON-LEVEL ADVANCED ELL

SHARED WRITING, p. T437
Review: Story

WRITING TRAIT: Sentence Fluency

Writing Prompt *Draw and write about something else you might find in your home.*

INDEPENDENT WRITING, p. T447
Review: Story

WRITING TRAIT: Sentence Fluency

Writing Prompt *Write about a favorite story character.*

INDEPENDENT WRITING, p. T457
Review: Story

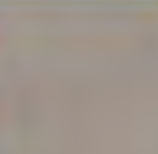
WRITING TRAIT: Sentence Fluency

Writing Prompt *Write and draw about anything you would like.*

Suggested Small-Group Planner

45-60+ Minutes

	Day 1	Day 2
BELOW-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reteach Phoneme Segmentation, p. S32 **Independent** Listening/Speaking Center, p. T412	**Teacher-Directed** phonics: Reteach Consonants /y/y, /z/z, p. S33 **Independent** Reading Center, p. T412
ON-LEVEL (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Reinforce Phoneme Segmentation, p. S32 **Independent** Writing Center, p. T413	**Teacher-Directed** phonics: Reinforce Consonants /y/y, /z/z, p. S33 **Independent** Listening/Speaking Center, p. T412
ADVANCED (15-20+ Minutes)	**Teacher-Directed** Phonemic Awareness: Extend Phoneme Segmentation, p. S32 **Independent** Reading Center, p. T412	**Teacher-Directed** phonics: Extend Consonants /y/y, /z/z, p. .S33 **Independent** Writing Center, p. T413
ELL (15-20+ Minutes) **English-Language Learners** *In addition to the small-group instructions above, use the ELL Extra Support Kit to promote language development.*	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 1	**LANGUAGE DEVELOPMENT SUPPORT** **Teacher-Directed** ELL TG, Day 2
Intervention	Strategic Intervention TG, p. 278–279 Strategic Intervention Practice Book, p. 118	Strategic Intervention TG, p. 280–281 Strategic Intervention Practice Book, p. 119



▲ Strategic Intervention Resource Kit

= Literacy Center Cards

MONITOR PROGRESS
Small Group Instruction

Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Robust Vocabulary
Phoneme Segmentation *p. S32*	Consonants /y/y, /z/z *p. S33*	*Review p. S34*	Characters *p. S35*	*Review pp. S36–S37*

Day 3

Teacher-Directed
High-Frequency Words: Reteach, p. S34

Independent
Word Work Center, p. T413

Teacher-Directed
High-Frequency Words: Reinforce, p. S34

Independent
Reading Center, p. T412

Teacher-Directed
High-Frequency Words: Extend, p. S34

Independent
Letters and Sounds Center, p. T413

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 3

Strategic Intervention TG, pp. 282–285
Strategic Intervention Practice Book, p. 120

Day 4

Teacher-Directed
Comprehension: Characters
Reteach the Skill, p. S35
Leveled Readers: Before Reading/ Reading the Book, p. T458

Independent
Letters and Sounds Center, p. T413

▲ Leveled Reader

Teacher-Directed
Comprehension: Characters
Reinforce the Skill, p. S35
Leveled Readers: Before Reading/ Reading the Book, p. T459

Independent
Word Work Center, p. T413

▲ Leveled Reader

Teacher-Directed
Comprehension: Characters
Extend the Skill, p. S35
Leveled Readers: Before Reading/ Reading the Book, p. T460

Independent
Listening/Speaking Center, p. T413

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 4
Leveled Readers: Before Reading/ Reading the Book, p. T461

▲ Leveled Reader

Strategic Intervention TG, pp. 286–287
Strategic Intervention Practice Book, p. 121

Day 5

Teacher-Directed
Robust Vocabulary:
Reteach Vocabulary, p. S36

Independent
Writing Center, p. T413
Leveled Readers: Connect Sounds to Letters, p. T458

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Reinforce Vocabulary, p. S37

Independent
Letters and Sounds Center, p. T413
Leveled Readers: Respond, p. T459

▲ Leveled Reader

Teacher-Directed
Robust Vocabulary:
Extend Vocabulary, p. S37

Independent
Word Work Center, p. T413
Leveled Readers: Respond, p. T460

▲ Leveled Reader

LANGUAGE DEVELOPMENT SUPPORT

Teacher-Directed
ELL TG, Day 5

Independent
Leveled Readers: Reread for Fluency, p. T461

▲ Leveled Reader

Strategic Intervention TG, pp. 288–289
Strategic Intervention Practice Book, p. 122

Leveled Readers & Leveled Practice

Reinforcing Skills and Strategies

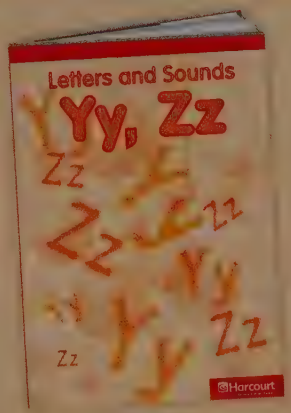
LEVELED READERS SYSTEM

- **Leveled Readers**
- **Leveled Readers CD**
- **Leveled Reader Teacher Guides**
  - *Story Response*
  - *Comprehension*
  - *High-Frequency Words*
- **Leveled Readers Assessment**

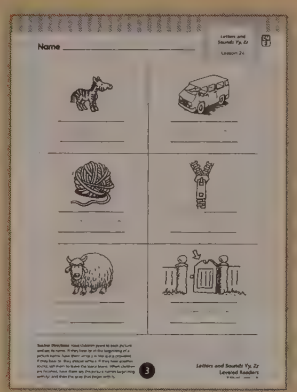
See pages T458–T461 for lesson plans.

For extended lesson plans, see *Leveled Reader Teacher Guides*.

BELOW-LEVEL

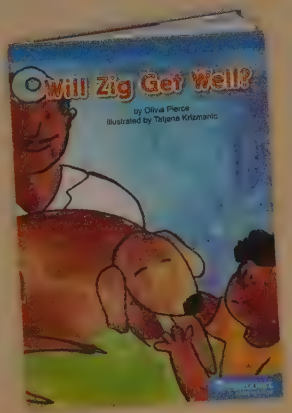


- Label Book
- phonics: Consonants /y/*y*, /z/*z*

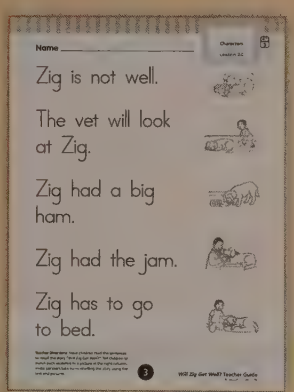


▲ Leveled Reader Teacher Guide, p. 3

ON-LEVEL



- phonics: Consonants /y/*y*, /z/*z*
- High-Frequency Words: Review Characters



▲ Leveled Reader Teacher Guide, p. 3

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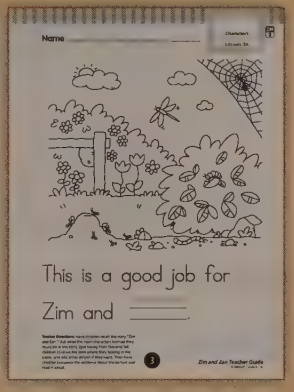
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

ADVANCED

- phonics: Consonants /y/*y*, /z/*z*
- High-Frequency Words: Review
- Characters



▲ Leveled Reader Teacher Guide, p. 3

ELL

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

▲ Leveled Reader Teacher Guide, p. 3

MANAGING THE CLASSROOM While you provide instruction to small groups or conference with individuals, other children can work on literacy center activities.

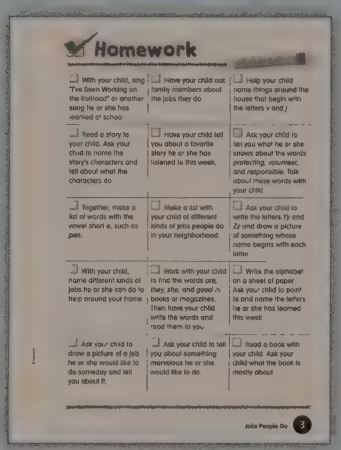
Literacy Centers

15 Min. each

Management Support

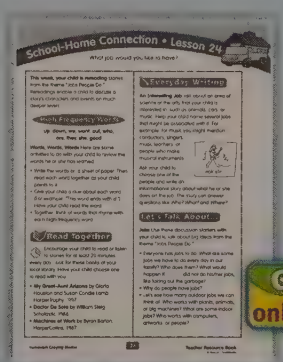
▲ Literacy Centers Pocket Chart

Homework for the Week



▲ Practice Book, p. 3

The Homework Copying Master provides activities to complete for each day of the week.



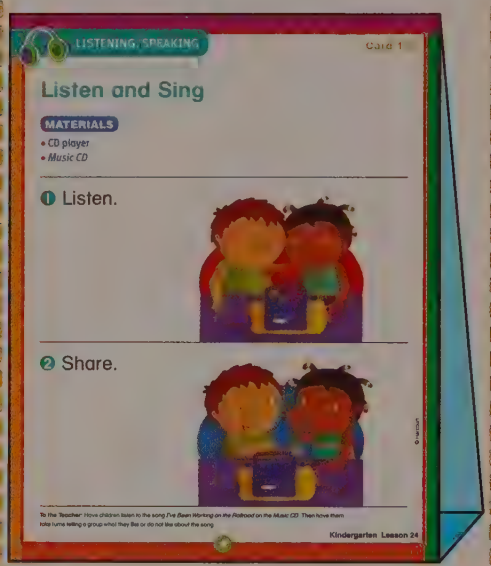
◀ Teacher Resource Book, p. 28

Go online

LISTENING/SPEAKING

Listen and Share

Objective
To listen to and respond to a song

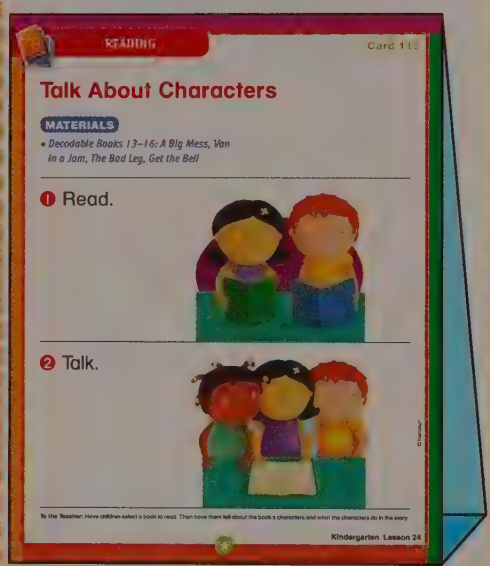


Literacy Center Kit • Card 116

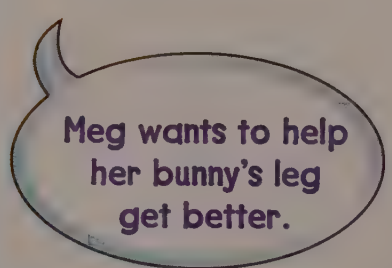
READING

Talk About Characters

Objective
To read stories and discuss characters



Literacy Center Kit • Card 117

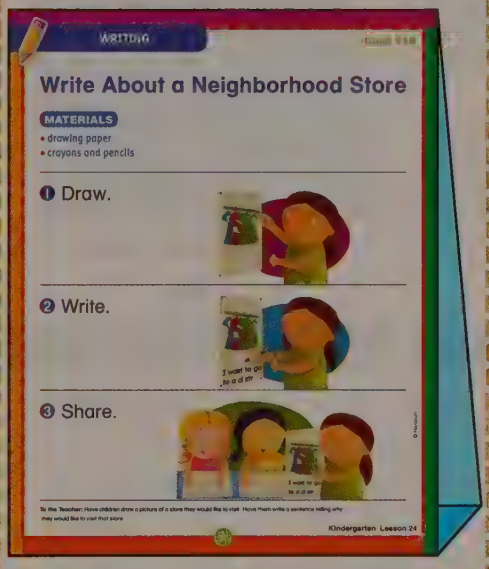


www.harcourtschool.com/storytown
GO online
★ Additional Literacy Center Activities
★ Resources for Parents and Teachers
Differentiated for Your Needs

WRITING

Write About a Neighborhood Store

Objective
To write about a store

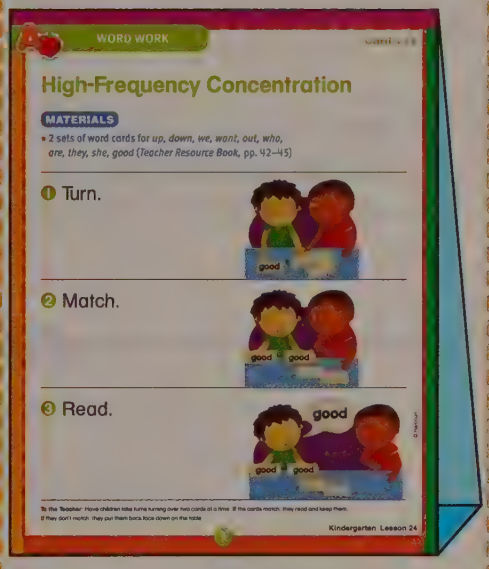


Literacy Center Kit • Card 118

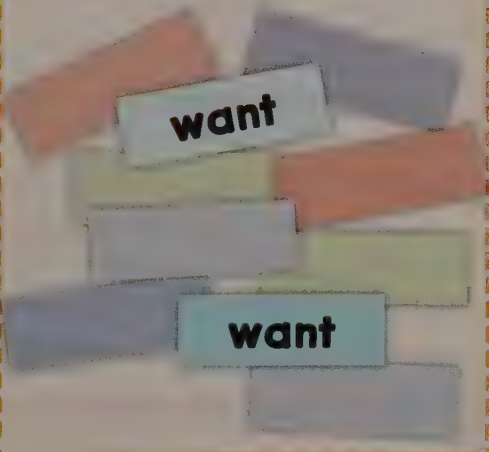
WORD WORK

High-Frequency Concentration

Objective
To read high-frequency words


WORD WORK
High-Frequency Concentration
MATERIALS
• 2 sets of word cards for up, down, we, want, out, who, are, they, she, good (Teacher Resource Book, pp. 42–45)
1 Turn.
2 Match.
3 Read.
good
Kindergarten Lesson 24

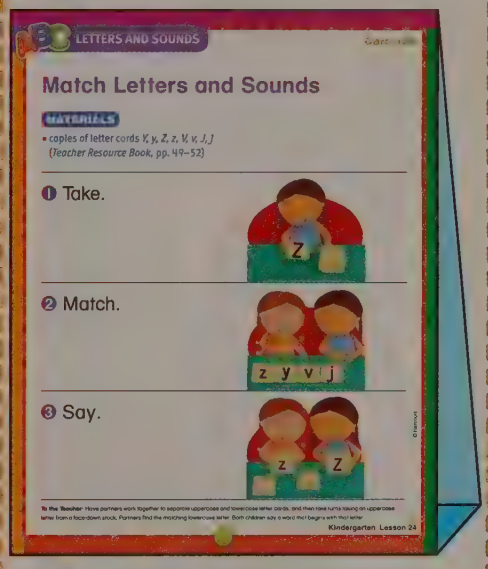
Literacy Center Kit • Card 119



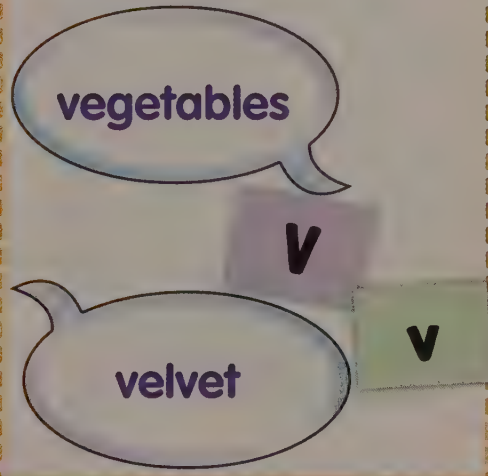
LETTERS AND SOUNDS

Match Letters and Sounds

Objective
To match sounds to appropriate uppercase and lowercase letters


LETTERS AND SOUNDS
Match Letters and Sounds
MATERIALS
• copies of letter cards V, v, Z, z, V, v, J, j (Teacher Resource Book, pp. 49–52)
1 Take.
2 Match.
3 Say.
Kindergarten Lesson 24

Literacy Center Kit • Card 120



Warm-Up Routines

Day at a Glance

Day 1

Phonemic Awareness
- Phoneme Segmentation

phonics
- Introduce: Consonant Yy

High-Frequency Words
- Review: *are, they, we*

Reading
- Read Aloud: *Big Book My Teacher Can Teach . . . Anyone!*

▲ My Teacher Can Teach . . . Anyone!

Comprehension
Focus Skill
Review: Characters

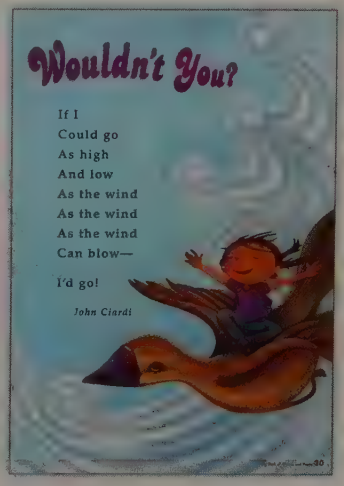
Robust Vocabulary
- Review: *adore, appreciate, protecting*

Writing
- Shared Writing: Story

Begin with a Poem

Objective *To recite a poem and respond to it through movement*

RECITE A POEM Invite children to join you in making sounds and motions like the wind. Prompt a variety of responses by suggesting a soft, gentle breeze, a gusty wind, and a tornado or hurricane. Then display page 30 of the *Big Book of Rhymes and Poems*. Read aloud the title and the poem, tracking the print. Reread it several times using different voices to convey different moods. Encourage children to join in on words they know. Invite them to create movements to show flying high and low like the wind.



▲ Big Book of Rhymes and Poems, p. 30

Oral Language

Objective *To participate in a dance and a discussion*

RESPOND TO THE POEM Help children recall the teacher in the *Big Book My Teacher Can Teach . . . Anyone!* Invite children to tell why they would like, or would not like, your job. Then ask a child to take over the class for you and try out your job. He or she can lead two or three children in a dance about the wind. Have children in the audience recite the poem "Wouldn't You?" as the dancers and the "teacher" perform. You might wish to give the dancers crepe-paper streamers or scarves.

Phonemic Awareness

Phoneme Segmentation

Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

Routine Card 8

SEGMENT SOUNDS Remind children that they can break a word into its individual sounds. Distribute *Write-on/Wipe-off Boards* and markers. Have children point to the heart shape on side B of the *Write-on/Wipe-off Board*. Explain that they will be working with the three boxes next to the heart. Draw three similar boxes on chart paper, and model for children how to track the sounds in words.

Think Aloud **Listen as I say a word: *fin*. I will place a marker in a box for each sound. The sounds in *fin* are /f/ /i/ /n/. There are three sounds in *fin*: /f/ /i/ /n/.**

Work with children to break a word into its sounds. Say: **Let's try one together: *tap*.** Have children place a marker in a box for each sound they hear. Ask: **What sounds do you hear in *tap*? How many sounds are there in *tap*?**

Practice/Apply

INDEPENDENT PRACTICE Repeat the process for the following words. Have children segment each word, clearly producing the beginning, medial, and final sounds. Have them count how many sounds they hear.

wig (/w/ /i/ /g/)	pan (/p/ /a/ /n/)	fun (/f/ /u/ /n/)
hum (/h/ /u/ /m/)	dock (/d/ /o/ /k/)	sat (/s/ /a/ /t/)
ran (/r/ /a/ /n/)	bit (/b/ /i/ /t/)	win (/w/ /i/ /n/)
got (/g/ /o/ /t/)	nap (/n/ /a/ /p/)	vet (/v/ /e/ /t/)
sip (/s/ /i/ /p/)	hen (/h/ /e/ /n/)	pot (/p/ /o/ /t/)
cab (/k/ /a/ /b/)	in (/i/ /n/)	rag (/r/ /a/ /g/)
den (/d/ /e/ /n/)	bed (/b/ /e/ /d/)	fell (/f/ /e/ /l/)
fix (/f/ /i/ /ks/)	cut (/k/ /u/ /t/)	on (/o/ /n/)

Objective

- *To segment words into sounds*

ADVANCED

Segment Words with Consonant Blends Say words with consonant blends for children to segment: *block* (/b/ /l/ /o/ /k/), *grill* (/g/ /r/ /i/ /l/), *skip* (/s/ /k/ /i/ /p/), *dub* (/k/ /l/ /u/ /b/), *snap* (/s/ /n/ /a/ /p/).

Professional Development

Podcasting: Phoneme Segmentation

MONITOR PROGRESS

Phonemic Awareness

IF	THEN
children cannot segment sounds in words,	have them segment onset and rime before segmenting each phoneme in words such as /w/*ig*, /p/*an*, /f/*un*.

Small-Group Instruction, p. S32:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Consonant Yy

phonics Tested

Objectives

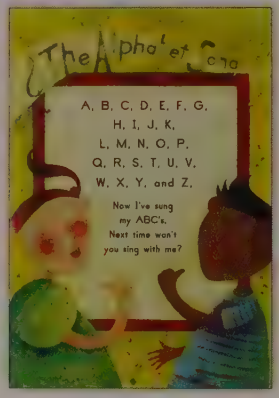
- *To recognize* Y *and* y
- *To write uppercase and lowercase* Yy *independently*

Materials

- *Big Book of Rhymes and Poems*, p. 4
- *Music CD*
- *Sound/Spelling Card Yy*
- *Tactile Letter Cards: Y, y*
- pencils
- lined paper
- drawing paper

Start with a Song

SING "THE ALPHABET SONG" Display "The Alphabet Song" in the *Big Book of Rhymes and Poems*. You may wish to play the *Music CD*, and invite children to sing along with you. Point to each letter as it is mentioned. Then have children name and identify the letters of the alphabet.



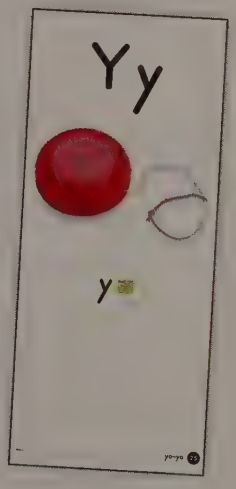
▲ **Big Book of Rhymes and Poems, p. 4**

Teach/Model

DIBELS Letter Naming Fluency LNF

Hold up *Sound/Spelling Card Yy*. Say: **This is the letter *Y*. Say the name with me.**

- Point to the uppercase *Y*. **This is the uppercase *Y*.**
- Point to the lowercase *y*. **This is the lowercase *y*.**
- Point again to the *Sound/Spelling Card*. **What is the name of this letter?**
- Point to the *Y* in "The Alphabet Song." **What is the name of this letter?**
- Pass around *Tactile Letter Cards Y* and *y*, letting children finger-trace the letters. Have them identify *Y* and *y*.



▲ **Sound/Spelling Card Yy**

5-DAY PHONICS

- **DAY 1** Introduce *Yy*
- **DAY 2** Relate *Yy* to /y/
- **DAY 3** Introduce *Zz*
- **DAY 4** Relate *Zz* to /z/
- **DAY 5** Review /y/*y*, /z/*z*

Handwriting

WRITING *Y* AND *y* Write uppercase *Y* and lowercase *y* on the board. Point to the uppercase *Y*. **What letter is this?**

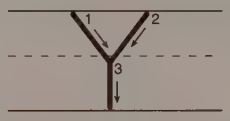
Point to the lowercase *y*. **What letter is this?**

Think Aloud **Watch as I write the letter *Y* so that everyone can read it.**

As you give the Letter Talk, trace the uppercase *Y*. Use the same modeling procedure for the lowercase *y*.

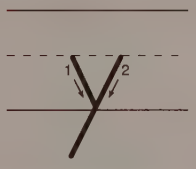
Letter Talk for *Y*

Slant right down.
Slant left down.
Straight line down.



Letter Talk for *y*

Slant right down.
Slant left down below the other line.



D'Nealian handwriting models are on pages R12–R13.

Practice/Apply

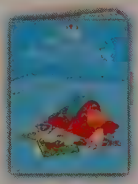
GUIDED PRACTICE Have children finger-write the uppercase *Y* in the air as you repeat the Letter Talk. Have them write the letter several times on lined paper. Then repeat the process for the lowercase *y*.

INDEPENDENT PRACTICE Distribute drawing paper and have children print *Yy*'s across the page. Remind children to write the letters using proper form and spacing. Ask them to name the uppercase *Y*'s and lowercase *y*'s on their papers. Then have them circle their best *Y* and *y*.

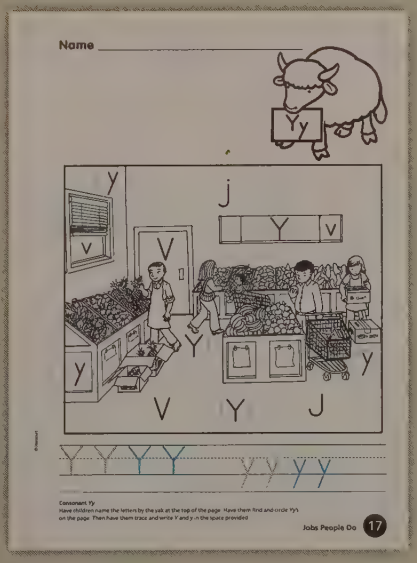
ELL

Letter Formation Model each step of the Letter Talk as you introduce children to the *Yy* letter formation. Be sure children understand the terms *slant, right, left, down,* and *straight.*

Phonics Resources



Phonics Practice Book, pp. 109–110



▲ **Practice Book, p. 17**

High-Frequency Words

Review: are, they, we

Tested

Objective

- *To read high-frequency words*

Materials

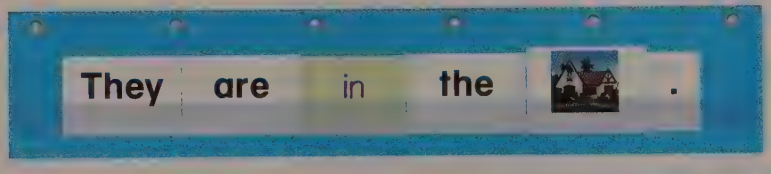
- *High-Frequency Word Cards: are, the, they, we*
- index card with the word *in*
- *Photo Cards: barn, elevator, house, library, plane, van*
- *Punctuation Card* period
- pocket chart
- drawing paper
- pencils
- crayons

E L L

Use Visuals Use *Photo Cards* to show words that could complete the sentences in the Independent Practice activity. Name the pictures and ask children to choose one to draw. Then ask children to read their sentence.

Review

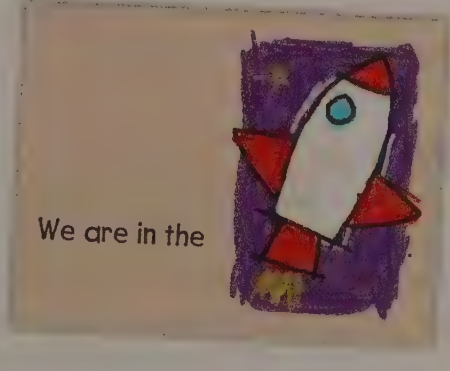
BUILD SENTENCES Use *High-Frequency Word Cards*, the index card with the word *in*, and the period card to build the following sentence frame: *They are in the* _____. Point to each word as you read the sentence. Reread it with children. Ask volunteers to point to the words *They* and *are*. Then place *Photo Card house* to complete the sentence. Point to each word in the sentence, and have children read the sentence with you.



Practice/Apply

GUIDED PRACTICE Replace *High-Frequency Word Card They* with the card for *We*. Have children read the sentence. Then replace the *Photo Card house* with *Photo Card barn*. Point to each word as children read the sentence to you. Repeat with *Photo Cards elevator, library, plane,* and *van,* alternating *High-Frequency Word Cards They* and *We*.

INDEPENDENT PRACTICE On the board or on chart paper, write the sentence frames *They are in the* _____ and *We are in the* _____. Read the sentence frames aloud. Have children copy the words and complete a sentence by writing a word or drawing a picture.



Characters

Comprehension

Tested

Review

REVIEW THE CONCEPT Remind children that the characters in a story are the people or animals that the story is about. Display *My Teacher Can Teach . . . Anyone!* and read aloud the title. Then turn to pages 4–5. Read the text and talk about the picture. Model how to name the story characters.

▲ Big Book *My Teacher Can Teach . . . Anyone!*

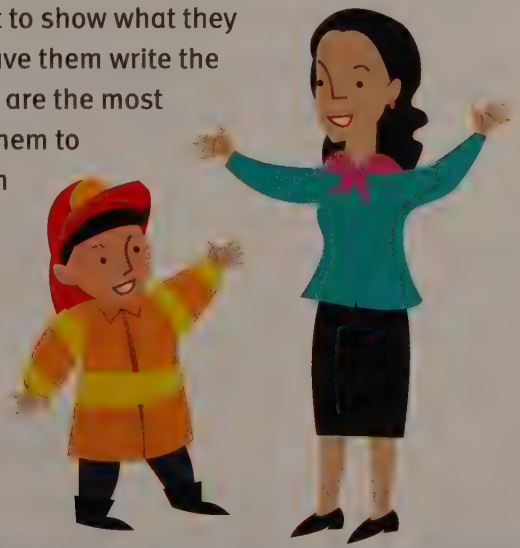
Think Aloud **The words tell about a teacher. I look at the picture and see a woman welcoming children to school. I think she is the teacher. I think she will be the main character in this story.**

Practice/Apply

RECOGNIZE CHARACTERS Display page 6 of *My Teacher Can Teach . . . Anyone!* Read aloud the text and have children look at the picture. Ask: **Who are the characters on this page?** (the teacher and a child learning about astronauts)

Read Aloud

READ AND RESPOND As you read aloud *My Teacher Can Teach . . . Anyone!*, invite children to identify other characters. After reading, invite children to make a list to show what they have learned about jobs. Have them write the three jobs from the text that are the most interesting to them. Guide them to support their responses with details from the story and the illustrations.



Objective

- *To identify characters in a story*

Materials

- *Big Book: My Teacher Can Teach . . . Anyone!*
- paper
- pencils

Daily Comprehension

Characters

Monitor Comprehension: Make Inferences

DAY 1:	**Review Characters** ***Big Book***
DAY 2:	Review Characters *Big Book*
DAY 3:	Review Monitor Comprehension: Make Inferences *Library Book*
DAY 4:	Review Characters *Library Book*
DAY 5:	Review Monitor Comprehension: Make Inferences *Read-Aloud Anthology*

TECHNOLOGY

Audiotext *My Teacher Can Teach . . . Anyone!* is available on Audiotext.

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

Student-Friendly Explanations

adore To *adore* someone or something means to love that person or thing a lot.

appreciate When you *appreciate* something, you understand how good and special it is.

protecting When you are *protecting* something, you are keeping it safe.

ADVANCED

Act Out Meanings Ask children to show how they would

- protect a kitten or a puppy.
- show that they appreciate a friend.
- look as if they adore someone.

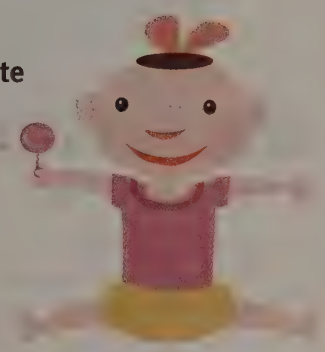
Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *adore*, *appreciate*, and *protecting*. Then discuss each word, using the following examples.

adore

- **Would you like to spend time with a person you adore? Tell why.**
- **Who is someone in your family you adore? Why do you feel that way about the person?**

appreciate



- **If you were a baby, would you appreciate a toy rattle or a bicycle? Why?**
- **If you appreciate a ride to school on a rainy day, are you unhappy or thankful? Why?**
- **Who is someone at school that you appreciate? Tell why.**

protecting

- **Name some workers in your neighborhood whose jobs are to protect people.**
- **Why does a baby need to be protected?**
- **Which would be more likely to protect someone from mosquitoes, shampoo or bug spray? Why?**

Shared Writing

Story

5-DAY WRITING

DAY 1	Shared Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

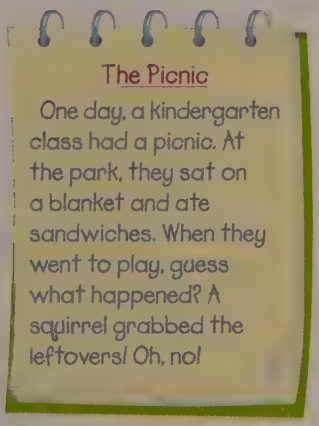
Write Together

REVIEW Ask children to name some stories they know. Talk about characters and events in one or two of the stories. Remind children that many stories have a beginning, a middle, and an ending.

WRITE A STORY Tell children that they will help you write a story about something that a kindergarten class does together. It might be their class, another class at school, or an imaginary kindergarten. Make a list of the ideas and then help children choose one to write about.

Think Aloud

- Say: **How shall we begin our story about _____?** As children suggest story beginnings, help them form their ideas into complete, coherent sentences for you to write on chart paper.
- **What happens next?** Guide children to sequence events as they contribute ideas to the story. If the story is a realistic one, help children express what might really happen. If the story is imaginary, encourage them to build on each other's ideas to make the story more exciting.
- **How shall we end our story?** To help children wrap up the story, read aloud what you have written so far. Give children time to think about how it might logically end. After it is complete, ask children to think of a good title.


The Picnic
One day, a kindergarten class had a picnic. At the park, they sat on a blanket and ate sandwiches. When they went to play, guess what happened? A squirrel grabbed the leftovers! Oh, no!

WRITING TRAIT **SENTENCE FLUENCY** Say a long sentence and a short sentence. Tell children that writers use both kinds when they write a story, because variety makes a story more interesting. Encourage children to suggest long and short sentences for their story.

Share

READ THE STORY Track the print as you read aloud the story. Point out that the events are written in the order in which they happened.

Objective

- *To write a story*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Class Trip Have children draw and write about a trip they would like to take with the class.

BELOW-LEVEL

Beginning, Middle, Ending Write the beginning, middle, and ending of the story on sentence strips. Read them aloud. Then help children arrange the sentence strips in the correct sequence to tell the story.

Day at a Glance

Day 2

Phonemic Awareness
- Phoneme Segmentation

phonics
- Relate Yy to /y/

High-Frequency Words
- Review: *are* *they*

Reading
- Read Aloud: *Big Book My Teacher Can Teach . . . Anyone!*

▲ My Teacher Can Teach . . . Anyone!

Comprehension
Focus Skill

- Review: Characters

Robust Vocabulary
- Review: *volunteer, host, grace*

Writing
- Shared Writing: Story

Warm-Up Routines

Begin with a Song

Objectives *To sing an age-appropriate song; to follow one-step directions*

ACT OUT A SONG Ask children if they recall a song about working on the railroad. Sing "I've Been Working on the Railroad" once or twice together, or play the song on the *Music CD*. (The words are on page T258.) Then assign parts. For example, children can be the engineer who drives the train, the whistle-blower, the captain, and Dinah. Encourage the actors to make up motions and pantomimes appropriate for their parts. Repeat the activity until all children have had a chance to act out at least one worker on the railroad.

Oral Language

Objective *To talk about transportation jobs*

GIVE DESCRIPTIONS Say: **Trains carry many people at the same time. Airplanes do, too.** Invite volunteers to tell about their experiences at a railroad station or an airport. Then have children brainstorm workers in both places, such as people who check in passengers, load baggage, or work inside the planes or trains. Invite them to describe what each worker does. As children offer ideas, remind them to use complete sentences.

Phonemic Awareness

Phoneme Segmentation Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT SOUNDS Remind children that they can break a word into its individual sounds. Then model how to break a word into its sounds.

Think Aloud **I am going to say a word: *big*. I hear the sounds /b/ /i/ /g/ in *big*.**

Work with children to break a word into its sounds. Say: **Let's try one together. *Mat*. What sounds do you hear in *mat*?** (/m/ /a/ /t/) Have children say the phonemes in order.

Practice/ Apply

INDEPENDENT PRACTICE Have children segment the following words into phonemes, clearly producing the beginning, medial, and final sounds.

map (/m/ /a/ /p/)	dot (/d/ /o/ /t/)	red (/r/ /e/ /d/)
win (/w/ /i/ /n/)	tip (/t/ /i/ /p/)	hug (/h/ /u/ /g/)
him (/h/ /i/ /m/)	can (/k/ /a/ /n/)	lit (/l/ /i/ /t/)
nod (/n/ /o/ /d/)	yell (/y/ /e/ /l/)	sob (/s/ /o/ /b/)
bet (/b/ /e/ /t/)	sun (/s/ /u/ /n/)	gap (/g/ /a/ /p/)
duck (/d/ /u/ /k/)	fox (/f/ /o/ /ks/)	it (/i/ /t/)
jack (/j/ /a/ /k/)	net (/n/ /e/ /t/)	dug (/d/ /u/ /g/)
add (/a/ /d/)	hat (/h/ /a/ /t/)	sap (/s/ /a/ /p/)

Objective

- *To segment words into sounds*

BELOW-LEVEL

Start with Two-Letter Words

Begin by having children segment the sounds in words with two sounds, such as *add* and *it*. Then add a single consonant to the beginning to form three-sound words such as *bad, sad, mad;* and *hit, sit, kit*. Have children segment the words into sounds.

"RESEARCH SAYS"

"Our training study provides clear-cut and strong evidence that training in phonemic segmentation has a salutary effect on the acquisition of skill in word identification, for poor as well as for normal readers."

—Vellutino and Scanlon (1987, p. 357)

Professional Development

Podcasting: Phoneme Segmentation

Relate *Yy* to /y/

phonics Tested

Objective

- *To match the letter* Yy *to the sound /y/*

Materials

- *Sound/Spelling Card Yy*
- copies of letter card *y*, *Teacher Resource Book*, pp. 49–52
- *Letter/Sound Rhymes Chart 23*
- *Photo Cards: deer, piano, taxi, yaks, yarn, yo-yo*
- *Tactile Letter Cards: Y, y*
- pocket chart
- *Teacher Resource Book*, p. 83
- paper, crayons, scissors, glue

Phonics Resources

Phonics Practice Book, pp. 111–112

Refer to *Sounds of Letters CD* Track 18 for pronunciation of /y/.

Differentiating /y/ and /j/ Spanish speakers may have trouble discriminating between /y/ and /j/. Help them discriminate the beginning sound in *yam/jam; yes/Jess; yak/Jack; yet/jet.*

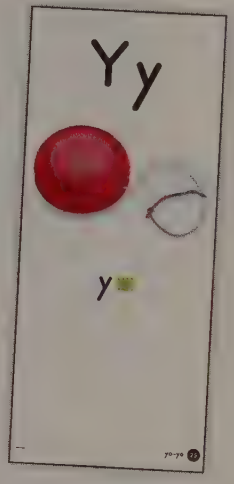
Start with the Sound

DEVELOP PHONEMIC AWARENESS OF /y/ (Initial Position) Say the words *yes* and *yellow* and have children repeat the words. Tell them that *yes* and *yellow* begin with /y/. Have children say /y/ several times.

Teach/Model

Routine Card 12

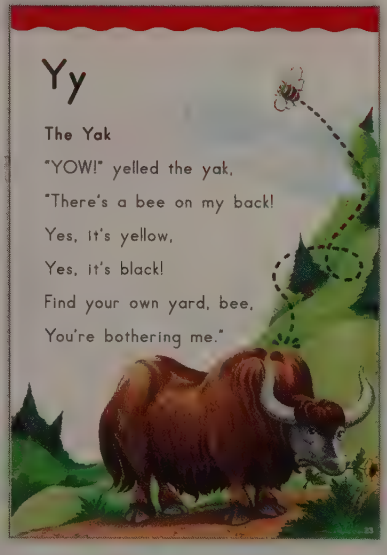
CONNECT LETTER AND SOUND Display *Sound/Spelling Card Yy*. Ask: **What is the name of this letter? The letter *y* can stand for /y/, the sound at the beginning of *yo-yo*. Say /y/.** Have children repeat the sound as you touch the letter on the card several times.



▲ **Sound/Spelling Card Yy**

DISCRIMINATE /y/ Give children each a letter card *y* (*Teacher Resource Book*, pp. 49–52). Say: **If the word begins with /y/, hold up the card and say *yes*. If the word does not begin with /y/, hold your card behind your back and say *no*.** Say the words *nail, yam, yarn, wind, yeast,* and *yard*.

Display *Letter/Sound Rhymes Chart 23*. Read the rhyme aloud, tracking the print. Point to and read the *Yy* words. Have children repeat them. Read the rhyme again.



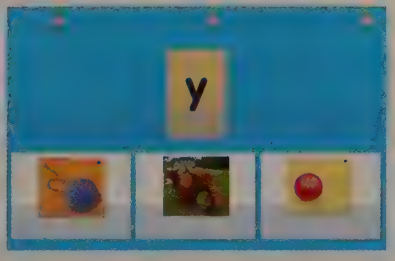
▲ **Letter/Sound Rhymes Chart 23**

5-DAY PHONICS	
DAY 1	Introduce *Yy*
DAY 2	Relate *Yy* to /y/
DAY 3	Introduce *Zz*
DAY 4	Relate *Zz* to /z/
DAY 5	Review /y/*y*, /z/*z*

Guided Practice

IDENTIFY /y/ Tell children they are going to help you find some pictures whose names begin with /y/. Say: **I will show you a picture. I want you to say the picture name with me. If the picture name begins with /y/, we can put the card in the pocket chart.**

Hold up unlabeled *Photo Card yarn*. Have children say the picture name with you, *yarn*. Ask: **Does *yarn* begin with /y/? Should I put this card in the pocket chart?** Repeat the procedure with the remaining *Photo Cards*. After all the cards have been named, point to and say the picture names in the pocket chart.



Independent Practice

IDENTIFY /y/ Distribute copies of *Teacher Resource Book* page 83. Have children say each picture name. Tell them that they are going to cut out the pictures of things whose names have /y/ and glue them to the paper. Then have them label the page with *Yy*.

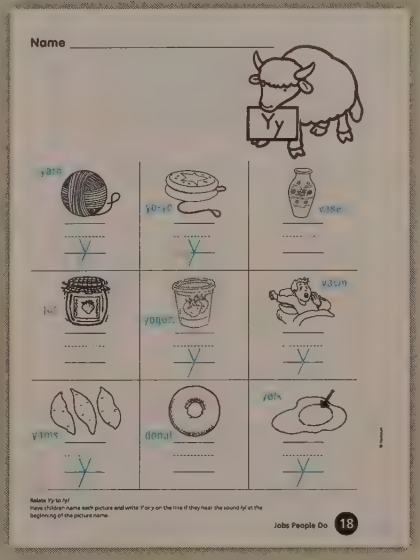
MONITOR PROGRESS

Phonics: Consonant /y/*y*

IF	THEN
children have difficulty identifying the sound for *y*,	have children trace over the *Tactile Letter Cards* *Y* and *y* while saying the letter sound /y/.

Small-Group Instruction, p. S33:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name
Yy
Relate Yy to /y/
Have children name each picture and write Y or y on the line if they hear the sound /y/ at the beginning of the picture name.
Jobs People Do
18

▲ **Practice Book, p. 18**

High-Frequency Words

Review: are, they

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards: are, my, the, they*
- index card with the word *at*
- *Photo Cards: gate, house, park, school*
- *Punctuation Cards:* period, question mark
- pocket chart
- copies of word cards *are, here, they, what, down, want, out, who, Teacher Resource Book*, pp. 38, 41, 42, 43, 44

ELL

Develop Word Meaning Ask children questions about classroom objects, such as the following:

- **Are they big?**
- **Are they blue?**
- **Are they round?**

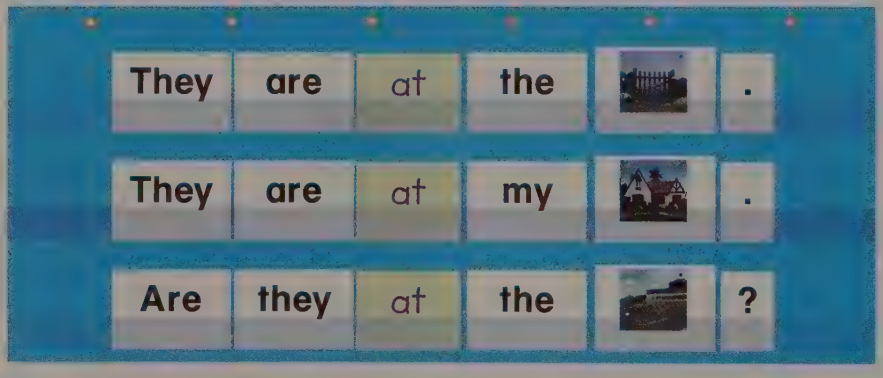
Have children complete this sentence starter to answer: *They are* ____.

Review

BUILD SENTENCES Use *High-Frequency Word Cards*, the index card with the word *at*, *Photo Card park*, and the question mark card to build the question shown. Ask volunteers to find the words *Are* and *they* in the question. Point to each word, and have children read the question aloud.

Practice/Apply

GUIDED PRACTICE Continue with the following sentences. Point to each word in the sentence and have children read the sentence aloud.



INDEPENDENT PRACTICE Give partners two sets of word cards for *are, they, here, down, want, out, who,* and *what* (*Teacher Resource Book*, pp. 38, 41, 42, 43, 44). Children turn over two cards at a time. When the cards match, each child uses the word in a sentence.

Characters

Comprehension

Tested

Review

REVIEW THE SKILL Remind children that the people or animals in a story are called the characters. Display the cover of *My Teacher Can Teach . . . Anyone!* and read the title. Then model how to name the story characters.

▲ Big Book *My Teacher Can Teach . . . Anyone!*

Think Aloud **The title of the story tells about a teacher. The picture shows a woman. I think she is the teacher. I think she will be a character in the story.**

Practice/Apply

IDENTIFY CHARACTERS Stop from time to time as you read aloud *My Teacher Can Teach . . . Anyone!* Encourage children to identify the story characters in it.

Read Aloud

READ THE BIG BOOK As you read, help children see how the words and the illustrations tell the story together. Point to some pictures and ask children to tell how the details in them add to and reinforce the information in the text.

RESPOND Have children respond to the story by choosing one or two characters. As you page through the *Big Book,* have children who have chosen the character on the page act out the character's job. Discuss the jobs that children chose to act out, encouraging them to tell what they like about the jobs.

Objectives

- *To identify characters in a story*
- *To understand the role of illustrations*

Materials

- *Big Book: My Teacher Can Teach . . . Anyone!*

▲ Practice Book, pp. 19–20

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful text*

Student-Friendly Explanations

volunteer If you *volunteer*, you offer to help do work without getting paid.

host If you *host* a party or meeting, you run it.

grace If you move with *grace*, your movements are smooth and lovely to watch.

ELL

Use Pictures Share pictures that illustrate the Vocabulary Words, for example:

- a person doing a volunteer job
- a person hosting a party
- a person moving with grace

As you display each picture, use the Vocabulary Word in a sentence to tell about the picture.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations of *volunteer*, *host*, and *grace*. Then discuss each word, using the following examples.

volunteer

- **If someone volunteers to be a clown at your party, does he or she get money for that job? Why or why not?**
- **What kind of work could you volunteer to do at school?**

host

- **If someone hosts a pancake breakfast, is that person in charge of the breakfast or does he or she go to it?**
- **Let's pretend we're going to host a surprise party. What should we do first, next, and last?**

grace

- **Clap if I name something that moves with grace. If you don't think it moves with grace, raise your hand and tell us why.** Say any of the following: **a horse, a bulldozer, a tree in the wind, a cricket, a butterfly, an eagle, a car with a flat tire.**
- **Show us how you can move your arms with grace.**

Shared Writing

Story

5-DAY WRITING

DAY 1	Shared Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

Write Together

BRAINSTORM Display fantasy stories that children know. Review the qualities that make these stories fantasies, such as talking animals or other things that cannot happen in real life. Tell children that today they will help you compose a fantasy story about something that happens in their classroom.

Encourage several children to suggest ideas, or prompt them with "What If" questions: *What if a bear comes to our classroom? What if we could have a wish come true?* Help children choose one story idea.

SHARE THE PEN Write a beginning sentence like the one in the story shown below. Ask children to help by writing words and letters they know. Remind them to leave spaces between words. Ask: **What will happen next?** When a child suggests an idea for the second sentence, help him or her express it as a complete thought. Write it on chart paper and read it aloud, tracking the print. Repeat until children are satisfied with their story.

WRITING TRAIT **SENTENCE FLUENCY** Include long and short sentences in the story. As you read the story aloud, ask children to identify examples of each. Point out that using both kinds of sentences makes the story more interesting and keeps a reader's attention.

Share

READ THE STORY Read aloud the story and ask children if there is anything they want to add or change.

One Day in Room 3

One day, we were having our snack. Suddenly, there was a loud knock at the door. We heard a deep voice say "Fee, fi, fo, fum." In walked Papa Bear! "Am I in time for snack?" he asked.

"Yes, please join us!" we said. So he did.

Objective

- *To write a story*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About Kindergarten Have children draw and write about a story character who comes to their room.

Warm-Up Routines

Day at a Glance

Day 3

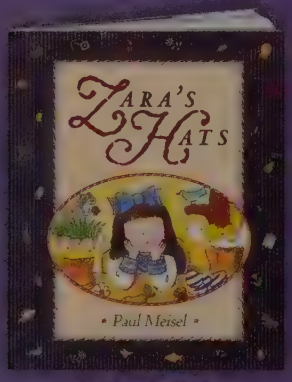
Phonemic Awareness
- Phoneme Segmentation

phonics
- Introduce: Consonant Zz

High-Frequency Words
- Review: *she, good*

Comprehension
Review: Monitor Comprehension
Comprehension: Make Inferences

Reading
- *Library Book: Zara's Hats*



▲ Zara's Hats

Robust Vocabulary
- Review: *responsible, constantly, melancholy*

Writing
- Shared Writing: Story

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Tell children they are going to sing a song they have learned before. Sing "Go in and out the Window," or play the song on the *Music CD*. Have children sing the song several times. Encourage them to suggest new verses such as *on and off the chairs*, or *up and down the stairs*. If there is time, ask small groups to pantomime verses as other children sing them.

Go in and out the Window

Go in and out the window,
Go in and out the window,
Go in and out the window
As we have done before.

Oral Language

Objective *To share ideas*

TALK ABOUT SHOPS Tell children that today they will be listening to a story they know about a hat shop. Ask: **Why do the people at the hat shop put their hats in the window?** (because they want people to buy them) Discuss with children what they might expect to see in other shop windows on a city street, such as a bakery, a bookstore, a pet shop, or a hardware store. Have children tell what each shop sells.

Phonemic Awareness

Phoneme Segmentation

Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT SOUNDS Remind children that they can break a word into its individual sounds. Then model how to break a word into its sounds.

Think Aloud **I am going to say a word: *men*. I hear the sounds /m/ /e/ /n/ in *men*.**

Work with children to break a word into its sounds. Say: **Let's try one together. *Sock*. What sounds do you hear in *sock*?** (/s/ /o/ /k/) Have children say the phonemes in order.

Practice/ Apply

INDEPENDENT PRACTICE Have children segment the following words into phonemes, saying the beginning, medial, and final sounds in order.

hot (/h/ /o/ /t/)	**kit** (/k/ /i/ /t/)	**rim** (/r/ /i/ /m/)
cap (/k/ /a/ /p/)	**mop** (/m/ /o/ /p/)	**mess** (/m/ /e/ /s/)
yet (/y/ /e/ /t/)	**sack** (/s/ /a/ /k/)	**pad** (/p/ /a/ /d/)
six (/s/ /i/ /ks/)	**bun** (/b/ /u/ /n/)	**tuck** (/t/ /u/ /k/)
cot (/k/ /o/ /t/)	**zip** (/z/ /i/ /p/)	**fan** (/f/ /a/ /n/)
bib (/b/ /i/ /b/)	**bat** (/b/ /a/ /t/)	**run** (/r/ /u/ /n/)
gas (/g/ /a/ /s/)	**jet** (/j/ /e/ /t/)	**ten** (/t/ /e/ /n/)
rug (/r/ /u/ /g/)	**cup** (/k/ /u/ /p/)	**lock** (/l/ /o/ /k/)

Objective

- *To segment words into sounds*

ADVANCED

Segment More Words Display a set of classroom objects. Ask children to say the name of each object and segment the word.

Professional Development

Podcasting: Phoneme Segmentation

Consonant Zz

phonics Tested

Objectives

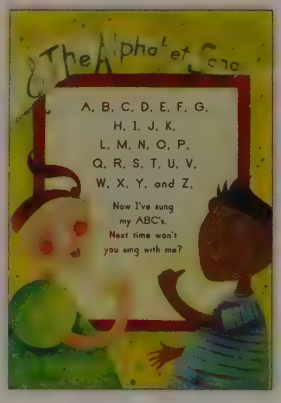
- *To recognize Z and z*
- *To write uppercase and lowercase Zz independently*

Materials

- *Big Book of Rhymes and Poems*, p. 4
- *Music CD*
- *Sound/Spelling Card Zz*
- *Tactile Letter Cards: Z, z*
- pencils
- lined paper
- drawing paper

Start with a Song

SING "THE ALPHABET SONG" Display "The Alphabet Song" in the *Big Book of Rhymes and Poems*. You may wish to play the *Music CD* and invite children to sing along with you. Point to each letter as it is mentioned. Then have children name and identify the letters of the alphabet.



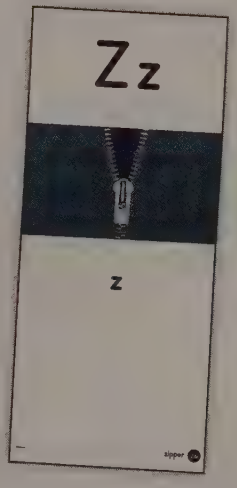
▲ **Big Book of Rhymes and Poems, p. 4**

Teach/Model

DIBELS Letter Naming Fluency LNF

Hold up *Sound/Spelling Card Zz*. Say: **This is the letter *z*. Say the name with me.**

- Point to the uppercase *Z*. **This is the uppercase *Z*.**
- Point to the lowercase *z*. **This is the lowercase *z*.**
- Point again to the *Sound/Spelling Card*. **What is the name of this letter?**
- Point to the *Z* in "The Alphabet Song." **What is the name of this letter?**
- Display *Tactile Letter Cards Z* and *z*. Pass around the cards, letting children finger-trace the letters. Have them identify *Z* and *z*.



▲ **Sound/Spelling Card Zz**

5-DAY PHONICS

DAY 1	Introduce *Yy*
DAY 2	Relate *Yy* to /y/
DAY 3	Introduce *Zz*
DAY 4	Relate *Zz* to /z/
DAY 5	Review /y/*y*, /z/*z*

Handwriting

WRITING *Z* AND *z* Write uppercase *Z* and lowercase *z* on the board. Point to the uppercase *Z*. **What letter is this?**

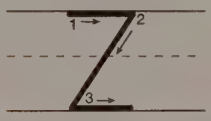
Point to the lowercase *z*. **What letter is this?**

Think Aloud **Watch as I write the letter *Z* so that everyone can read it.**

As you give the Letter Talk, trace the uppercase *Z*. Use the same modeling procedure for the lowercase *z*.

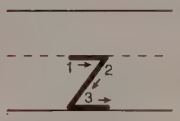
Letter Talk for Z

Straight line across.
Slant left and down.
Straight line across.



Letter Talk for z

Straight line across.
Slant left and down.
Straight line across.



D'Nealian handwriting models are on pages R12–R13.

Practice/Apply

GUIDED PRACTICE Have children finger-write the uppercase *Z* in the air as you repeat the Letter Talk. Have them write the letter several times on lined paper. Then repeat the process for the lowercase *z*.

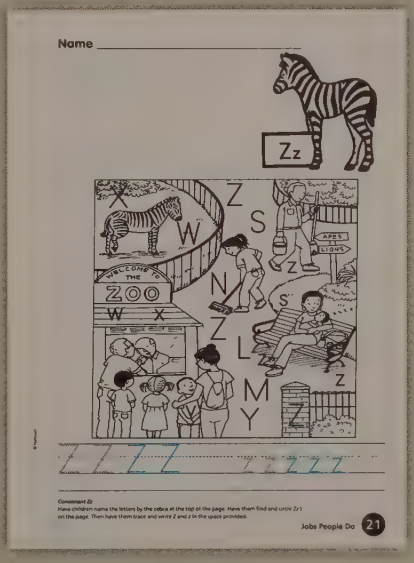
INDEPENDENT PRACTICE Distribute drawing paper and have children print *Zz*'s across the page. Remind children to write the letters using proper form and spacing. Then have them circle their best *Z* and *z*.

BELOW-LEVEL

Handwriting Practice Provide a sand tray for children in which they can practice writing *Zz*.

Phonics Resources

Phonics Practice Book, pp. 113–114



▲ **Practice Book, p. 21**

High-Frequency Words

Review: she, good

Tested

Objective

- *To read high-frequency words*

Materials

- *High-Frequency Word Cards*
- *Photo Cards*
- pocket chart
- copies of word cards

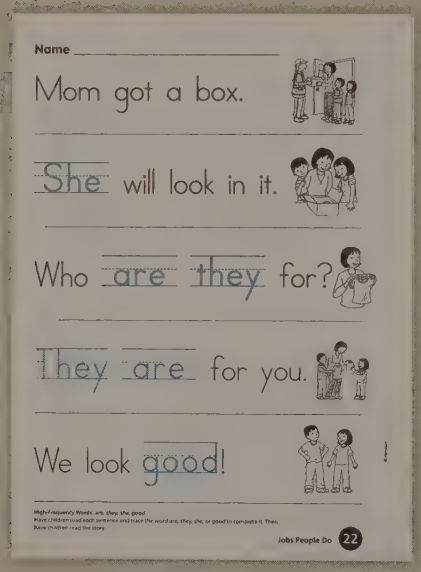
MONITOR PROGRESS

High-Frequency Words

IF children cannot read *she*,	**THEN** chant with them: *s-h-e, she.*

Small-Group Instruction, p. S34:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend


Name _____

Mom got a box.

She will look in it.

Who are they for?

They are for you.

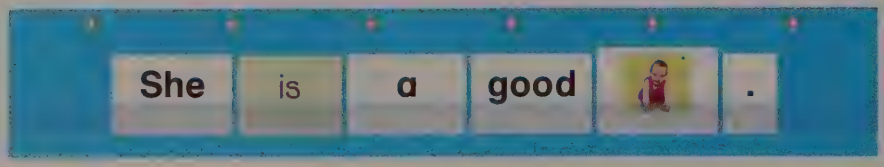
We look good!

Jobs People Do 22

▲ **Practice Book, p. 22**

Review

BUILD SENTENCES Use *High-Frequency Word Cards*, an index card with the word *is*, and the period card to build the following sentence frame: *She is a good* _____. Point to each word as you read the sentence. Reread it with children. Ask volunteers to point to the words *She* and *good*. Then place *Photo Card baby* to complete the sentence. Point to each word in the sentence, and have children read the sentence with you.



Practice/Apply

GUIDED PRACTICE Replace *Photo Card baby* with *Photo Card teacher*. Point to each word as children read the sentence to you. Repeat with *Photo Cards girl, police officer, doctor,* and *woman*.

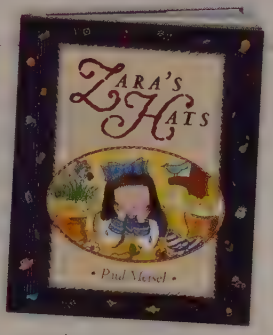
INDEPENDENT PRACTICE Have partners work with a set of word cards for the words *she, good, want,* and *out* (*Teacher Resource Book*, pp. 43, 44, 45). Children take turns choosing a word card, spelling the word, and using it in a sentence.

Monitor Comprehension: Make Inferences

Comprehension

Review

MAKE INFERENCES Display *Zara's Hats*, and ask children what the family members do to make money. (They make and sell hats at their shop.) Remind children that authors sometimes give clues to help readers understand things about a story.



▲ **Library Book** ***Zara's Hats***

Begin a three-column chart. Ask: **What do you already know about hats?** Record some responses in the What I Know column. As you read, help children make inferences by focusing on clues in the story. Add the clues and the inferences to the chart.

What I Know	+	Story Clues	=	Inferences
Hats come in different shapes and sizes.				

Practice/Apply

DURING READING While reading *Zara's Hats*, stop periodically to review the information in the chart, add any new clues in the Story Clues column, and record inferences in the Inferences column.

Stop from time to time to use the illustrations to help children compare aspects of life in Zara's time with life today. Help children connect their experiences with the customs and cultures of others.

Encourage them to imagine ways that daily life in Zara's time was different from daily life today.

Objectives

- *To make inferences*
- *To connect text to life experiences*

Materials

- *Library Book: Zara's Hats*
- chart paper
- marker

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

responsible Someone who is *responsible* for something is given the job of taking care of it.

constantly If you do something *constantly,* you do it all the time.

melancholy If you are *melancholy,* you are thinking about something that makes you sad.

E L L

Relate to Experiences Relate the vocabulary words to children's experiences. For example:

- Ask them to name something they are responsible for.
- Have them tell when they feel melancholy.
- Ask them to name something they do constantly at home.

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations for *responsible, constantly,* and *melancholy*. Then discuss each word, using the following examples.

responsible

- **Who is responsible for getting you to school every day?** Be sure children remember to say themselves, along with other family members!
- **If someone is responsible for a pet hamster, what are some things he or she should do every day?**
- **Name a job in our classroom and tell what the person who does it is responsible for.**

constantly

- **Which word means almost the same thing as *constantly*—*sometimes* or *always?***
- **Listen as I say some silly things. Nod your head yes if you would like to do each thing constantly for one minute. Shake your head no if you would not. Then tell us why.** Say: **Pedal your bike fast. Hum your favorite tune. Hold your breath. Stand in a dark closet. Hug your favorite person. Clap your hands really hard.**

melancholy

- **Does a sad story make you melancholy or happy?**
- **What is a place or time of day that might make you feel melancholy? Tell why.**
- **Would losing a favorite toy make you feel melancholy?**

Shared Writing

Story

5-DAY WRITING

- DAY 1 Shared Writing
- DAY 2 Shared Writing
- **DAY 3 Shared Writing**
- DAY 4 Independent Writing
- DAY 5 Independent Writing

Write Together

BRAINSTORM Remind children that the story *Zara's Hats* tells about people who make hats. Ask children to imagine they wake up one morning and find a mysterious hat in their room. After children have a moment to think about what the hat looks or feels like and what might happen next, ask several volunteers to tell their ideas. Then explain that today they will help you write a story about a hat. Discuss the characters they want to have in the story and what problems or adventures they might have.

SHARE THE PEN Ask children to help you compose a beginning sentence that tells what happens first. As you write, invite volunteers to come up and write words and letters they know. Read the sentence aloud and ask: **What might happen next?** If children have trouble, you might suggest that they describe what the hat looks, feels, or sounds like. After writing a new sentence, always reread the entire story up to that point to help children think about where their story is going.

The Hat

One day, I woke up and found a hat in my room. It was green. It was big and floppy. It was fuzzy, too. When I put it on, nothing happened at first. Then I heard strange music. My feet started to move all by themselves, and I was dancing!

WRITING TRAIT

SENTENCE FLUENCY Read aloud a short sentence from the class story. Tell children that short sentences can add punch and excitement to a story. Too many short sentences, though, can make a story boring and hard to follow.

Share

READ THE STORY Read aloud the story, tracking the print. Ask children if there is anything more they want to add. Then help them think of a good title for the story.

Objective

- *To write a story*

Materials

- chart paper
- marker
- drawing paper
- crayons
- pencils

Writing Prompt

Write About an Object Ask children to draw and write about something else they might find in their home.

E L L

Review Sequence Words

Demonstrate some simple classroom activities, using sequence words such as *first, next, then,* and *last.* Then have children act out the sequences as you say the words.

Warm-Up Routines

Day at a Glance

Day 4

Phonemic Awareness
- Phoneme Segmentation

phonics
- Relate Zz to /z/

High-Frequency Words
- Review: *are*, *they*, *she*, *good*

Reading
- *Decodable Book 17: Mom Can Go*

▲ Decodable Book 17

Comprehension
Focus Skill

Review: Characters
- *Library Book: Bravo, Maurice!*

Robust Vocabulary
- Review: *marvelous, exquisite, lush*

Writing
- Independent Writing: Story

Begin with a Rhyme

Objective *To recite a rhyme*

PLAY A GUESSING GAME Have children sit in a large circle so that they can see each other. Then teach them this rhyme:

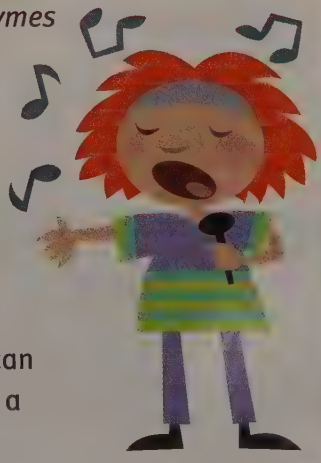
One, two, three,
Look at me.
Who is the worker
That you see?

Begin the game by reciting the rhyme with appropriate motions. At the end, act out a job, such as painter, barber, writer, football player, baker, or carpenter. When someone guesses the job, it is his or her turn to recite the rhyme again and then act out a different job. To help children think of jobs, display pictures of workers whose jobs can be easily pantomimed.

Oral Language

Objective *To recall familiar poems, songs, and rhymes*

PERFORM A SONG OR POEM Ask several children to name their favorite actor or singer, and give a reason why they admire that person. Then tell children they will have a chance to have a job as a singer or actor. Invite a volunteer to think of a song, nursery rhyme, or poem to perform for the class. Give the performer a real or pretend microphone, if available. Children in the audience can clap and cheer for the person, just as they would at a real show.



Phonemic Awareness

Phoneme Segmentation Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT WORDS Remind children that they can break a word into its individual sounds. Model how to break a word into its sounds.

Think Aloud **I am going to say a word: *mug*. I hear three sounds in *mug*: /m/ /u/ /g/.**

Work with children to break a word into its sounds. Say: **Let's try one together. Let. How many sounds do you hear in this word? What sounds do you hear?** (3; /l/ /e/ /t/)

Practice/Apply

INDEPENDENT PRACTICE Have children name how many sounds are in each of the following words. Then have them say the sounds, clearly producing the beginning, medial, and final sounds.

not (3; /n/ /o/ /t/) **at** (2; /a/ /t/) **fed** (3; /f/ /e/ /d/)

egg (2; /e/ /g/) **puff** (3; /p/ /u/ /f/) **pass** (3; /p/ /a/ /s/)

hit (3; /h/ /i/ /t/) **hop** (3; /h/ /o/ /p/) **it** (2; /i/ /t/)

Spiral Review

PHONEME CATEGORIZATION: MEDIAL Tell children that now you want them to listen for the sound that is different in the middle of a group of words. Model an example: **I will say three words: *sell, cup, nut. Cup* and *nut* both have /u/ in the middle. *Sell* has a different middle sound: /e/.** Have children repeat each set of words and name the word that has a different middle sound.

cab, fan, mop (mop)

tag, win, pit (tag)

buzz, wet, rug (wet)

sock, top, fix (fix)

bell, got, men (got)

trip, pick, sun (sun)

Objectives

- *To segment words into sounds*
- *To identify in a set of words a word that has a different middle sound*

BELOW-LEVEL

Use Manipulatives Have children use buttons or markers as they listen for the number of sounds in words. Have them place a marker on a table for each sound they hear as you say the words. Then have them count the markers.

Professional Development

Podcasting: Phoneme Segmentation

Relate Zz to /z/

phonics Tested

Objective

- *To match the letter Zz to the sound /z/*

Materials

- *Sound/Spelling Card Zz*
- copies of letter card *z*, *Teacher Resource Book*, pp. 49–52
- *Letter/Sound Rhymes Chart 24*
- *Photo Cards: carrot, hammer, moon, zebra, zipper, zucchini*
- pocket chart
- *Teacher Resource Book*, p. 84
- paper
- scissors
- glue
- crayons

Phonics Resources

Phonics Practice Book, pp. 115–116

Refer to *Sounds of Letters CD* Track 18 for pronunciation of /z/.

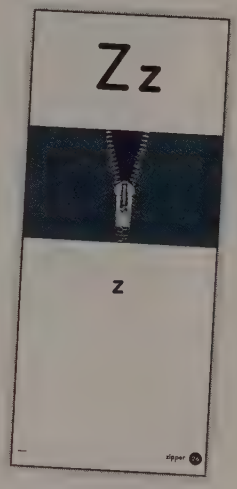
Start with the Sound

DEVELOP PHONEMIC AWARENESS OF /z/ (Initial Position) Say the words *zoo* and *zebra* and have children repeat the words. Tell them that *zoo* and *zebra* begin with the /z/ sound. Have children say /z/ several times.

Teach/Model

Routine Card 12

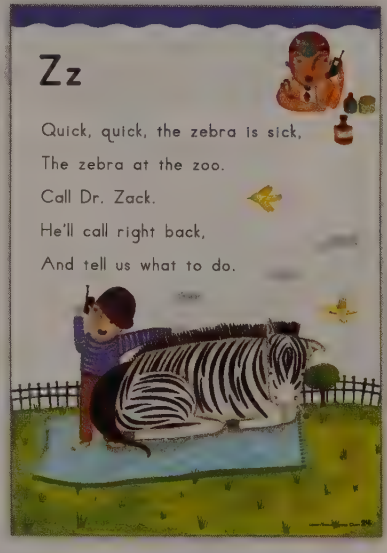
CONNECT LETTER AND SOUND Display *Sound/Spelling Card Zz*. Ask: **What is the name of this letter? The letter *z* can stand for /z/, the sound at the beginning of *zipper*. Say /z/.** Have children repeat the sound as you touch the letter on the card several times. Play the sound on the *Sounds of Letters CD*.



▲ **Sound/Spelling Card Zz**

DISCRIMINATE /z/ Give children each a letter card *z* (*Teacher Resource Book*, pp. 49–52). Say: **If the word I say begins with /z/, hold up the card and say /z/. If the word does not begin with /z/, hold your card behind your back.** Say the words *zoom, hand, zebra, leaf, zip,* and *make*.

Display *Letter/Sound Rhymes Chart 24*. Read the rhyme aloud, tracking the print. Point to and read the *Zz* words. Have children repeat them. Read the rhyme again.



▲ **Letter/Sound Rhymes Chart 24**

5-DAY PHONICS

DAY 1	Introduce *Yy*
DAY 2	Relate *Yy* to /y/
DAY 3	Introduce *Zz*
DAY 4	Relate *Zz* to /z/
DAY 5	Review /y/*y*, /z/*z*

Guided Practice

IDENTIFY /z/ Tell children they are going to help you find some pictures whose names begin with /z/. Say: **I will show you a picture. I want you to say the picture name with me. If the picture name begins with /z/, we can put the card in the pocket chart.**

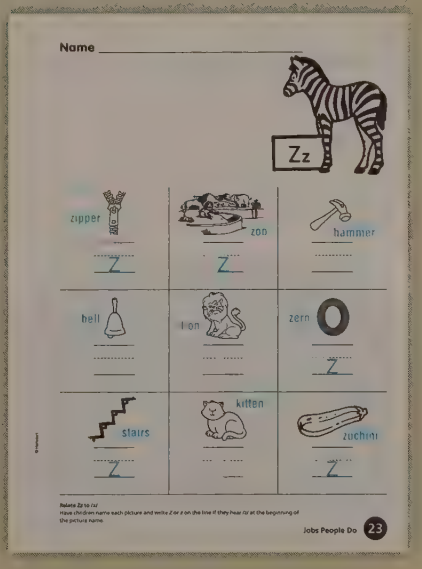
Hold up unlabeled *Photo Card zebra*. Have children say the picture name with you: *zebra*. Ask: **Does *zebra* begin with /z/? Should I put this card in the pocket chart?** Repeat the procedure with the remaining *Photo Cards*. After all the cards have been named, point to and say the picture names in the pocket chart.

Independent Practice

IDENTIFY /z/ Distribute *Teacher Resource Book* page 84. Have children say each picture name. Tell them that they are going to cut out the pictures of things whose names begin with /z/ and glue them to the paper. Then have them label the page with *Zz*.

ELL

Differentiate /z/*z* and /s/*s* Some children may have difficulty discriminating /z/ from /s/. Give children practice discriminating the beginning sounds of the following words: *zip, sip; zap, sap; zoo, Sue.*



▲ Practice Book, p. 23

Reading

Apply Phonics

Objectives

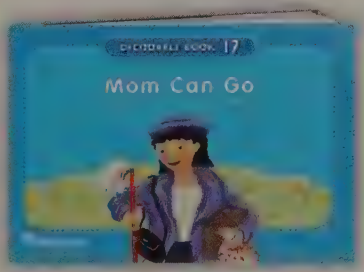
- *To decode words*
- *To read simple words in connected text*

Materials

- copies of word cards *are, they, she, good, Teacher Resource Book*, pp. 44–45
- *Decodable Book 17: Mom Can Go*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  go, to, out, like, he, for, the, we, she, good, me



▲ Decodable Book 17

Review

READ WORDS Write the word *zip* on the board. Model blending the sounds as you run a finger under each letter. Say: **/z//i//p/. Say it with me. /z//i//p/. *Zip.*** Run a finger under the letters and have children read the word. Repeat the procedure to blend and read *Zeb, yes,* and *yam*.

REVIEW HIGH-FREQUENCY WORDS Distribute copies of word cards *are, they, she,* and *good* (*Teacher Resource Book*, pp. 44–45) to each child. Use one word in a sentence. When children hear the word, have them hold up the appropriate word card. Repeat for each word.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *Mom Can Go*. Invite a volunteer to read the title. Tell children that this book is about a boy who goes shopping with his mother. Invite children to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Chime In Read through *Mom Can Go* once as children follow along in their own books. On a second reading, encourage children to chime in with you.

ON-LEVEL

Guided Comprehension Guide children through the story, using the Monitor Comprehension questions. Then discuss the different stores the boy and his mother visit.

ADVANCED

Act It Out Have partners read *Mom Can Go* individually. On a rereading, children can act out the story, taking turns acting out the parts of the boy and his mother and the workers.

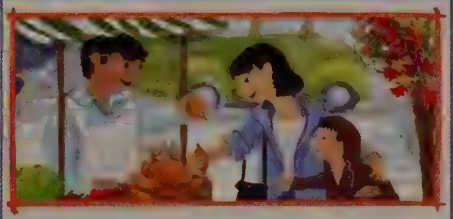
ELL

Preview Preview the illustrations and describe in simple words what is happening on each page of *Mom Can Go*. Then guide children through the story, using the Monitor Comprehension questions.

Monitor Comprehension

Mom has to go out.
I like to go.

2



Mom has to get a yam.
He can sell Mom a yam.

3

Mom has to get a mop.
She can sell Mom a mop.

4

Mom has to get a hat.
She can sell Mom a hat.

5

Mom has a box for Zeb.
The man can get it to him.

6

Mom let me get a bag.
It is good!

7

We got a lot!

8

1

CHARACTERS **Who are the characters in the story?** (Mom and her son)

2 **BEGINNING, MIDDLE, ENDING** **What does Mom buy first?** (a yam)

3 **RELATE PICTURES TO TEXT** **What does the son get on the shopping trip?** (a bag of candy)

Professional Development

Podcasting: Auditory Modeling, Reading Decodable Text, Gr. K

Build Fluency

Repeated Reading Have children reread *Mom Can Go* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Characters

Comprehension

Tested

Objectives

- *To listen to and respond to a story*
- *To identify characters in a story*

Materials

- *Library Book: Bravo, Maurice!*
- drawing paper
- crayons
- pencils
- *Story Retelling Cards: Bravo, Maurice!*

Review

BEFORE READING Remind children that the characters in a story are the people or animals that the story is about. Have children name some of the characters they have been reading about. You can make a chart to show the characters.

▲ **Library Book** ***Bravo, Maurice!***

Characters		
My Teacher Can Teach...Anyone!	*Zara's Hats*	*Mom Can Go*
teacher students	Zara mother father customers	Mom son

Then tell children that they will now listen to the story *Bravo, Maurice!* again. Ask children to use the words and the pictures in the story to name the story characters.

Practice/Apply

DURING READING Pause at appropriate points in the story and help children use the words and pictures to name the story characters.

AFTER READING Discuss the story with children. Ask:

- **Who are the characters in the story?** (Maurice, Mama, Papa, Uncle Eddie, Grandmother Marcela)
- **How is Maurice different from the rest of his family?** (He is the only one who sings.)
- **Where does Maurice get ideas for his songs?** (from the places he visits in the city)

Respond to Literature

RETELL AND RESPOND Have children use the *Story Retelling Cards* to retell the story. Then ask them to draw a picture of their favorite character and write a sentence that tells why he or she is their favorite.

▲ Story Retelling Cards 1–6, ***Bravo, Maurice!***

COMPARE CHARACTERS Page through *Bravo, Maurice!* and *Zara's Hats*. Guide children in comparing the characters in the two stories. Talk about their clothes, the cities they live in, the vehicles they travel in, and so on. Help children recognize the differences between life in the present and life in the past.

MONITOR PROGRESS

Comprehension: Characters

IF	THEN
children have difficulty identifying story characters,	point to and name each character in the illustrations. Then point to characters at random and ask: Who is this?

Small-Group Instruction, p. S35:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Build Robust Vocabulary

Listening/Speaking: *Review*

Objective

- *To develop robust vocabulary through meaningful experiences*

REVIEW

Student-Friendly Explanations

marvelous Something *marvelous* is terrific or wonderful.

exquisite Something *exquisite* is very special and beautiful.

lush A place that is *lush* is full of healthy, growing plants.

ADVANCED

Extend Vocabulary Name some synonyms for *marvelous* and *exquisite*. Then ask children if they can name any more words that mean almost the same thing.

marvelous: great, fantastic, wonderful

exquisite: beautiful, lovely

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Remind children of the Student-Friendly Explanations for *marvelous, exquisite,* and *lush*. Then discuss each word, using the following examples.

marvelous

- **Which word means the opposite of *marvelous, great* or *horrible?***
- **Would you be more likely to have a marvelous time playing with a friend or cleaning your room? Why?**
- **Tell about something that would be marvelous to do.**

exquisite

If any of the things I say might be exquisite, say "That would be exquisite." If not, then don't say anything.

- **a movie star's big diamond ring**
- **someone's beautiful, fancy handwriting**
- **a muddy shoe**
- **a bike with a flat tire**

lush

- **Which place would you expect to be lush, a greenhouse or a basketball court? Why?**
- **What might you see growing in a lush vegetable garden?**
- **Let's pretend we are in a lush place. What are we doing there? What can we see and hear? How does this place smell? Who can see a flower? What does it look like?**

Independent Writing

Story

Write Independently

BRAINSTORM Reread some of the stories that children have helped you write over the past several days. Have children identify which of the stories are make-believe and which ones could happen in real life. Explain that for the next two days, they will have a chance to write their own story, which can be either realistic or make-believe.

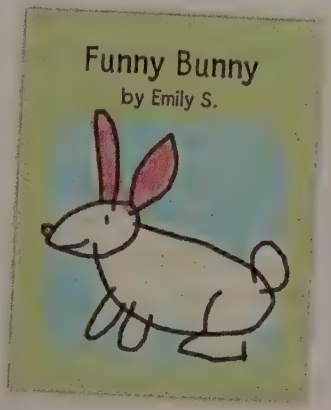
WRITE A STORY Remind children that many stories are about a character. A good story usually tells what happens first, next, and last. In some stories, the character has a problem to solve. Invite children to discuss story ideas with you, with a partner, or in a small group. Ask each child to talk to you about his or her story before the writing begins. Remind children that they have two days to write, so they do not have to rush.

Have a variety of paper and other writing materials available. Some children may want to draw a picture before they write. Other children may want to put their story in a book format. Show them how to fold a few sheets of paper in half to make a book. Some children might benefit from working with a partner instead of independently.

WRITING TRAIT **SENTENCE FLUENCY** Remind children that writing is speech written down. Point out that when we speak, we use long and short sentences, and writing can have both kinds, too.

Share

SHARE PICTURES AND IDEAS At the end of the first writing period, invite several children to tell about their progress. Encourage them to tell what they like about their story so far, and also what problems they are having. Encourage other children to suggest ideas.



Objective

- *To write a story*

Materials

- chart paper
- markers
- drawing paper
- crayons
- pencils

Writing Prompt

Write About a Character Ask children to write about a favorite story character.

ELL

Prompt with Questions Prompt children with questions to help them write their story. For example:

- Who is a character in your story?
- What will happen first?
- What might be a good title for your story?

Warm-Up Routines

Day at a Glance

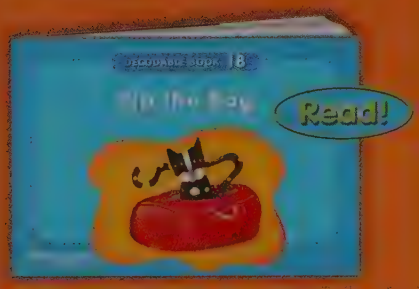
Day 5

Phonemic Awareness
- Phoneme Segmentation

phonics
- Review /y/y, /z/z

High-Frequency Words
- Review *are, they, she, good*

Reading
- *Decodable Book 18: Zip the Bag*



▲ Decodable Book 18

Comprehension
Focus Strategy
- Review: Main Idea
- Comprehension: Make Inferences
- *Read-Aloud Anthology:* "Caps for Sale," pp. 62–65

Robust Vocabulary
- Review: *adore, joyous, protecting, host, responsible, jolly, melancholy*

Writing
- Independent Writing: Story

Begin with a Song

Objective *To sing an age-appropriate song*

SING A SONG Ask children to recall the story "Caps for Sale." Ask: **How do the monkeys behave in the story? What do they do?** Tell children they are going to sing a song about another playful monkey. Sing or recite the lyrics to "Pop Goes the Weasel." Have children pop up when they sing the last line.

Pop Goes the Weasel

All around the mulberry bush
The monkey chased the weasel.
The monkey thought 'twas all in fun,
Pop goes the weasel.

Oral Language

Objective *To act out a scene*

ACT OUT A SCENE Remind children that the peddler in "Caps for Sale" shouts, "Caps! Caps for sale! Fifty cents a cap!" when he sells his caps. Ask them to say the peddler's lines in unison several times. Then invite two children to pretend that they are buying and selling something, such as newspapers, hot dogs, or flowers. One child can be the seller and the other can be the buyer. Then have children make up dialogue as they pretend to buy and sell the item. Remind them to use polite language, such as "please" and "thank you."

Phonemic Awareness

Phoneme Segmentation Tested

Review

DIBELS Phoneme Segmentation Fluency PSF

SEGMENT WORDS Remind children that they can break a word into its individual sounds. Then model how to break a word into its sounds.

Think Aloud **I am going to say a word: *sad*. I hear the sounds /s/ /a/ /d/ in *sad*.**

Work with children to break a word into its sounds. Say: **Let's try one together. *Van*. What sounds do you hear in *van*?**

Practice/Apply

INDEPENDENT PRACTICE Have children segment the following words into phonemes, clearly producing the beginning, medial, and final sounds.

kick (/k/ /i/ /k/)	**mad** (/m/ /a/ /d/)	**his** (/h/ /i/ /z/)
set (/s/ /e/ /t/)	**lot** (/l/ /o/ /t/)	**us** (/u/ /s/)
bag (/b/ /a/ /g/)	**jog** (/j/ /o/ /g/)	**net** (/n/ /e/ /t/)

Spiral Review

PHONEME CATEGORIZATION: MEDIAL Remind children that they have listened for the middle sounds in words. Model an example. Say: **I will say three words: *tan, duck, map*. *Tan* and *map* both have /a/ in the middle. *Duck* has /u/ in the middle.** Have children repeat each of the following sets of words and name the one that has a different middle sound than the other two.

sad, pet, tan (pet)	**gas, tin, rip** (gas)
luck, gum, dip (dip)	**leg, fit, red** (fit)
mat, bug, tap (bug)	**sick, him, job** (job)

Objectives

- *To segment words into sounds*
- *To identify in a set of words a word that has a different middle sound*

ADVANCED

Make New Words After children have identified the word that has a different middle sound than the other two, have them change its middle sound to match the other two words. Have children say the new word and tell if it is a real word or not.

Professional Development

Podcasting: Phoneme Segmentation

Review /y/y, /z/z

phonics Tested

Objective

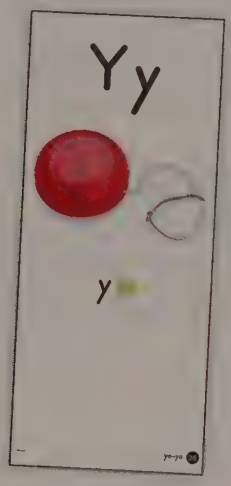
- *To discriminate /y/y, /z/z*

Materials

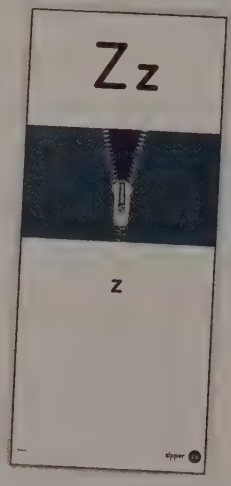
- *Sound/Spelling Cards: Yy, Zz*
- *Photo Cards: yaks, yarn, yo-yo, zebra, zipper, zucchini*
- copies of letter cards *y, z, Teacher Resource Book*, pp. 49–52

Review

CONNECT LETTERS AND SOUNDS Place *Sound/Spelling Card Yy* in the pocket chart. Ask: **What sound do you hear at the beginning of *yo-yo*? What letter stands for /y/ at the beginning of *yo-yo*?** Repeat the process with *Sound/Spelling Card Zz*.



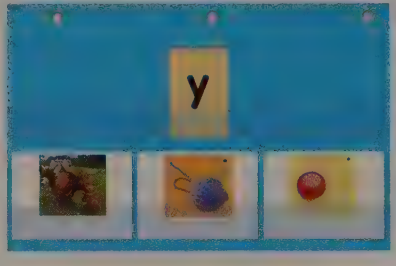
▲ **Sound/Spelling Card Yy**



▲ **Sound/Spelling Card Zz**

Practice/Apply

DISCRIMINATE /y/*y* AND /z/*z* One at a time and in random order, display the unlabeled *Photo Cards yaks, yarn, yo-yo, zebra, zipper,* and *zucchini*. Have children name each picture and tell whether the picture name begins with /y/ or /z/. Sort the *Photo Cards* according to their initial sounds.



5-DAY PHONICS

- DAY 1 Introduce *Yy*
- DAY 2 Relate *Yy* to /y/
- DAY 3 Introduce *Zz*
- DAY 4 Relate *Zz* to /z/
- DAY 5 Review /y/*y*, /z/*z*

Independent Practice

DISCRIMINATE /y/*y* AND /z/*z* Provide partners with three sets each of letter cards *y* and *z* (*Teacher Resource Book*, pp. 49–52) and unlabeled *Photo Cards yak, yarn, yo-yo, zebra, zipper,* and *zucchini*. Tell children to mix up the cards. Then have them choose a *Photo Card* and name it. Have them place a letter *y* on top of it if its name begins with /y/. Have them place a letter *z* card on top of it if its name begins with the /z/ sound.

BELOW-LEVEL

Elongate Initial Sounds After children name each *Photo Card*, say its name again and elongate the initial sound. Then have children tell whether the name begins with /y/ or /z/.

Reading

Apply Phonics

Objectives

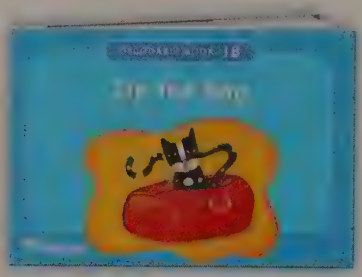
- *To review /y/y and /z/z*
- *To read simple words in connected text*

Materials

- *High-Frequency Word Cards: go, up, the, for, out, they*
- pocket chart
- *Decodable Book 18: Zip the Bag*

Decodable Book

- **Decodable Words**
  See the list on page R3.
- **High-Frequency Words**
  do, go, up, the, for, out, they, look



▲ Decodable Book 18

Review

READ WORDS Write the word *yes* on the board. Model blending the sounds as you run a finger under each letter. Say: **/y//e//s/. Say it with me. /y//e//s/. *Yes.*** Run a finger under the letters and have children read the word. Repeat the procedure to blend and read *zip, yell,* and *Yip*.

REVIEW HIGH-FREQUENCY WORDS Place *High-Frequency Word Cards go, up, the, for, out,* and *they* in the pocket chart. Ask volunteers to read each word. Point to the words repeatedly and at random, having children say the word you point to each time.

Practice/Apply

INTRODUCE/READ THE BOOK Distribute copies of *Zip the Bag*. Invite a volunteer to read the title. Tell children that this book is about a boy who cannot zip the bag he wants to take on a trip. Invite them to establish their own purpose for reading.

Options for Reading

BELOW-LEVEL

Choral Reading Have children follow along in their own books as you read *Zip the Bag* to model fluent reading. Then reread the book and invite children to read along with you.

ON-LEVEL

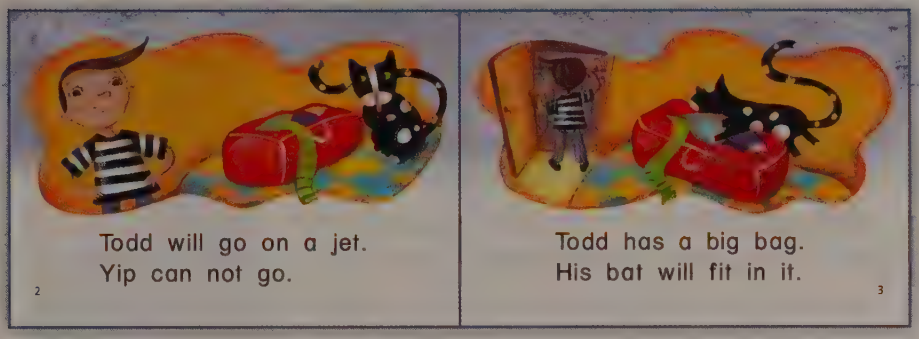
Read and Reread Ask children to follow along in their own books as you read *Zip the Bag*. Then guide children through the story, using the Monitor Comprehension questions.

ADVANCED

Independent Reading Have children read *Zip the Bag* on their own. Remind them to read with appropriate expression.

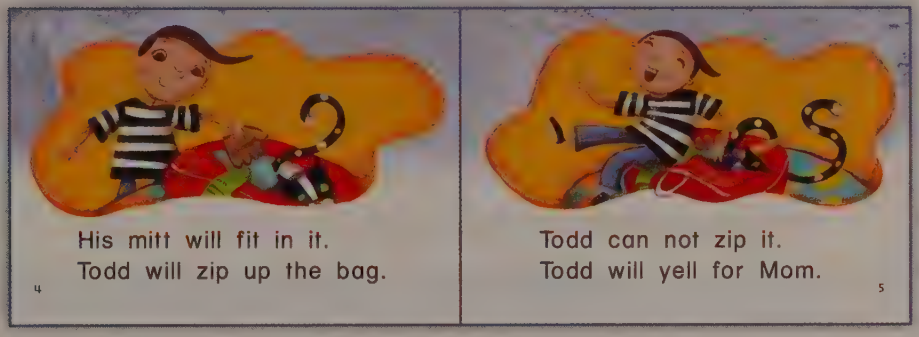
ELL

Develop Vocabulary Before children read *Zip the Bag*, say and pantomime the word *zip*. Then guide children through the story, using the Monitor Comprehension questions.



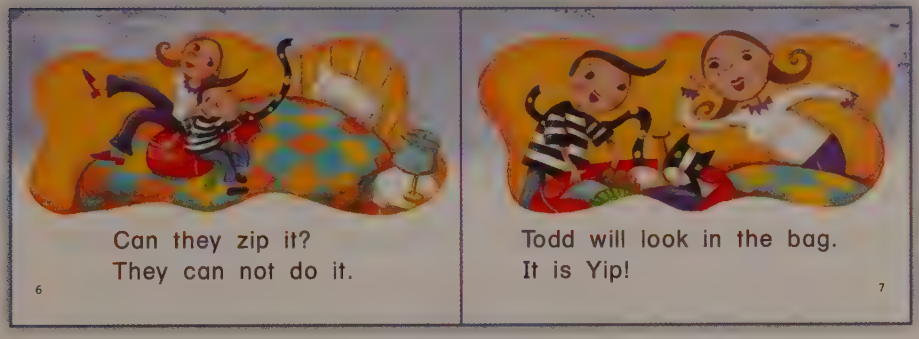
Todd will go on a jet.
Yip can not go.
2

Todd has a big bag.
His bat will fit in it.
3



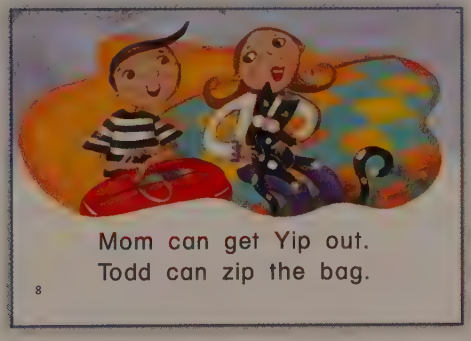
His mitt will fit in it.
Todd will zip up the bag.
4

Todd can not zip it.
Todd will yell for Mom.
5



Can they zip it?
They can not do it.
6

Todd will look in the bag.
It is Yip!
7



Mom can get Yip out.
Todd can zip the bag.
8

Monitor Comprehension

1 **CHARACTERS** **Who are the characters in the story?** (Todd, Mom, and Yip)

2 **CAUSE/EFFECT** **Why can't Todd zip the bag?** (The bag is too full because Yip is in it.)

3 **MAKE INFERENCES** **Why do you think Yip jumps in the bag?** (Possible response: Yip wants to go with Todd.)

Build Fluency

Repeated Reading Have children reread *Zip the Bag* at least four times to develop fluency and gain automaticity.

School-Home Connection

Pre-decodable and Decodable Books, online (Take-Home Version)
www.harcourtschool.com/storytown

Make Inferences

Comprehension

Objectives

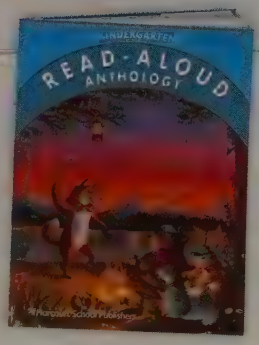
- *To listen to and respond to a story*
- *To make inferences*

Materials

- *Read-Aloud Anthology:* "Caps for Sale," pp. 62–65
- chart paper
- marker

Review

MAKE INFERENCES Display the chart you made on Day 3, page T435. Remind children that they used this chart while reading *Zara's Hats*. Discuss how they used what they already knew and clues in the words and pictures to figure out things that happen in the story.



▲ **Read-Aloud Anthology "Caps for Sale," p. 62**

Tell children that today they will listen to a story they have heard before, "Caps for Sale." Explain that you will make another chart to help them figure out things that happen in this story. Ask:

- **What do you know about monkeys?** (Responses will vary.)

Accept children's responses and begin to fill in the What I Know column of the chart.

What I Know	+ Story Clues	= Inferences
Monkeys are playful. Monkeys can climb trees.		

DURING READING Model for children how to make inferences by using what you already know and clues from the story to figure out who takes the peddler's caps. Fill in the Story Clues and Inferences columns of the chart.

Think Aloud **I know that monkeys like to play and they can climb trees. The story says that the peddler takes a nap under a tree and when he wakes up, his caps are missing. I think that the monkeys take the caps.**

What I Know +	Story Clues =	Inferences
Monkeys are playful. Monkeys can climb trees.	The monkeys see a sleeping peddler with lots of caps.	The monkeys take the caps and climb up in the tree.

Practice/Apply

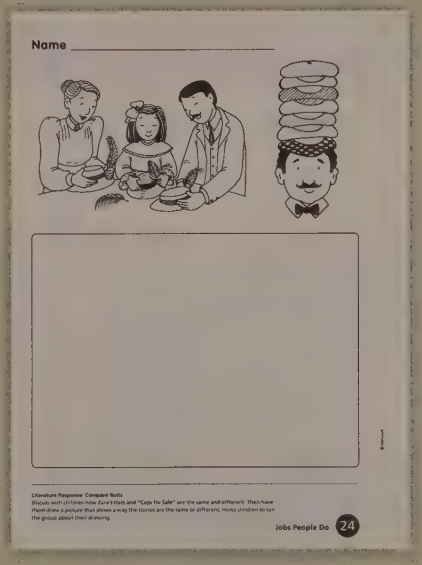
GUIDED PRACTICE As you read, ask children questions that require them to make inferences by using what they know and clues from the story.

RESPOND Help children recognize the patterned structure of the story. Point out that at the end of the story, the same words are used over and over when the peddler tries to get his caps back from the monkeys. Read the peddler's and monkeys' lines of dialogue for children.

Then invite children to respond through drama to interpret the story and show their understanding. Choose one child to be the peddler. The rest of the class can be the monkeys. As you retell the story, have children dramatize it, using the repeating refrains as well as dialogue they make up.

BELOW-LEVEL

Ask Questions Help children make inferences about the peddler's feelings. Ask: **How do you think the peddler feels when he wakes up and his caps are missing?** (Possible responses: surprised, upset) **How do you think the peddler feels when he sees that the monkeys have his caps?** (Possible response: angry) **How do you think the peddler feels when he gets his caps back?** (Possible response: happy)


Name _____

Jobs People Do 24

▲ Practice Book, p. 24

Build Robust Vocabulary

Listening/Speaking: *Review*

Objectives

- *To develop robust vocabulary through meaningful experiences*
- *To understand and use new vocabulary*

This Week's Robust Vocabulary

adore	responsible
joyous	jolly
protecting	melancholy
host	

MONITOR PROGRESS

Robust Vocabulary

IF	THEN
children do not demonstrate understanding of the words,	say each word and provide its meaning and a context sentence.

Small-Group Instruction, pp. S36–S37:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

Review

USE VOCABULARY IN DIFFERENT CONTEXTS Tell children that they have learned some interesting words: *adore, joyous, protecting, host, responsible, jolly,* and *melancholy*. Remind them of the Student-Friendly Explanations of the words as necessary. Ask the following questions to gauge children's understanding of the words.

- **What is something you are *responsible* for?**
- **How might people show that they *adore* their grandmother or grandfather?**
- **What makes you feel *joyous* or *melancholy*? Tell why.**
- **Is a person who *hosts* a party *responsible* or not *responsible*? Tell why.**
- **Would you feel *jolly* or *melancholy* if your best friend moved away to another city? Tell why.**
- **When do you feel *jolly*? When do you feel *melancholy*? When do you feel *joyous*?**

Have children act out some of the words by telling them to:

- show how they look when they are melancholy; jolly; joyous.
- name a way to be a responsible member of the class.
- name something that they adore doing.
- pantomime protecting themselves by snapping on a seat belt.

Independent Writing

Story

5-DAY WRITING

DAY 1	Shared Writing
DAY 2	Shared Writing
DAY 3	Shared Writing
DAY 4	Independent Writing
DAY 5	Independent Writing

Write Independently

REVIEW STORIES Ask children to get their stories and share what they have written so far with a partner or a small group. If available, hold up a few examples of realistic stories as well as make-believe stories. Explain that today, children will finish their stories.

CONTINUE WRITING Encourage children to use what they know about letters and sounds to write words independently. Show them how to map sounds to letters. For example, say the word *Mom*. Ask children what sounds they hear, and have them write the letters for the sounds in the word. Children can also ask classmates for help in spelling or writing words.

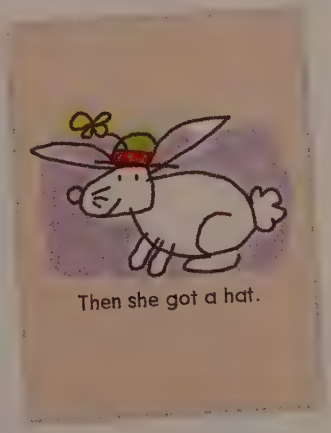
(Note: If possible, ask a reading buddy, an adult volunteer, or a family member to help you write down some of the stories children dictate.)

WRITING TRAIT **SENTENCE FLUENCY** Encourage children to vary the length of their sentences as they write or dictate their story.

When children are satisfied with their story, have them think of a good title for it. They can write it on the cover of their book or above their picture.

Share

READ THE STORIES As children share their writing, invite listeners to tell what they like in each other's stories.



Objective

- *To write a story*

Materials

- children's stories from Day 4
- drawing paper
- pencils
- crayons

Writing Prompt

Self-Selected Writing Have children write and draw about anything they would like. If they have difficulty thinking of a topic, have them ask two friends what they're going to write about.

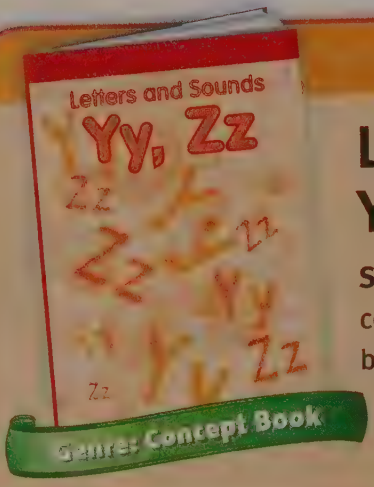
BELOW-LEVEL

Draw Pictures As children write or dictate their story, ask questions that will help them create a coherent story line and flesh out their characters.

▲ **Writer's Companion, pp. 54–55**

Leveled Readers

Reinforcing Skills and Strategies



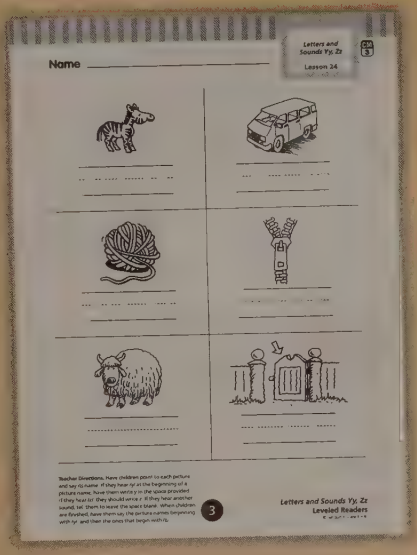
BELOW-LEVEL

Letters and Sounds Yy, Zz

SUMMARY Children identify pictures of common objects and animals whose names begin with *y* or *z*.

- phonics: Consonants /y/*y*, /z/*z*

LEVELED READER TEACHER GUIDE



▲ Leveled Reader Teacher Guide, p. 3

Before Reading

BUILD BACKGROUND/SET PURPOSE Display *Sound/Spelling Cards Yy* and *Zz* and unlabeled *Photo Cards yak, yarn, yo-yo, zebra, zipper,* and *zucchini*. Have children name each picture, and sort the *Photo Cards* on top of the *Sound/Spelling Cards*. Explain that they will read a book about these two letters. Suggest that children read to find words that begin with *y* or *z*.

Reading the Book

FIRST READING During the first reading, be sure children are saying the correct word for each picture. (See the Photo Index on the inside back cover.) Say each picture name with children, emphasizing the /y/ or /z/ sound.

SECOND READING Ask children to read the book again. Have them say each picture name, tapping the letter at the bottom of the page as they say the beginning or ending sound. Ask: **What sound do you hear at the beginning of [yarn]? Tap the letter that stands for /y/.** Children may also trace the letter with a finger.

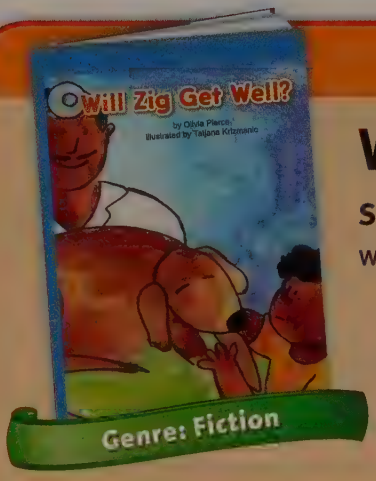
CONNECT SOUNDS TO LETTERS Give pairs of children *Magnetic Letters y* and *z*. As they reread the book, have partners match a magnetic letter to the correct letter on the page.

www.harcourtschool.com/storytown

GO online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online



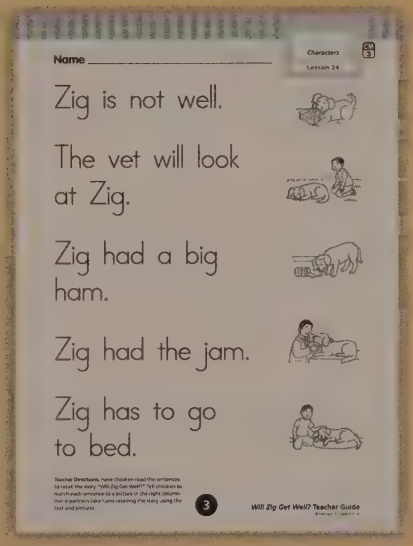
ON-LEVEL

Will Zig Get Well?

SUMMARY A boy takes his dog Zig to the vet when the dog seems sick.

- phonics: Consonants /y/*y*, /z/*z*
- High-Frequency Words: (Review) *up*, *she*
- Focus Skill: Characters

LEVELED READER TEACHER GUIDE


Name _____ Characters Lesson 24

Zig is not well.

The vet will look at Zig.

Zig had a big ham.

Zig had the jam.

Zig has to go to bed.

Teacher Directions. Have children read the sentences to retell the story "Will Zig Get Well?" Tell children to match each sentence to a picture in the right column. Have partners take turns retelling the story using the text and pictures.

3 Will Zig Get Well? Teacher Guide

▲ Leveled Reader Teacher Guide, p. 3

Before Reading

BUILD BACKGROUND/SET PURPOSE Ask children if they have ever taken care of a sick pet. Invite children to share details of their experiences. Invite a child to read aloud the title and describe what is happening in the cover illustration. Ask children to use the title and illustration to predict who Zig might be. Suggest that children read to find out what happens to Zig.

Reading the Book

PAGES 2–5 **SPECULATE** **What do you think made Zig sick?** (Possible response: Maybe she ate too much.)

PAGES 6–8 **DETERMINE CHARACTERS' MOTIVATIONS** **Look at the picture on page 7. Why is the vet smiling?** (Possible response: He knows Zig will get well.)

REREAD FOR FLUENCY Have pairs of children alternate reading pages in the book. Encourage them to read with proper inflection, especially when they see a sentence ending with a question mark.

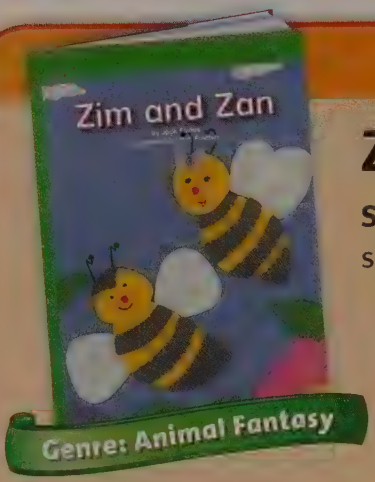
Think Critically

(See inside back cover for questions.)

1. **CHARACTERS** The characters are a boy, his dog Zig, and the vet. The boy takes his sick dog to the vet. Zig ate too much and got sick. The vet examines Zig.
2. **IDENTIFY CHARACTERS' EMOTIONS** Possible response: The boy loves Zig. You can tell because the boy has a worried look on his face when Zig is sick, and a smile when he knows Zig will get well.
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

Leveled Readers

Reinforcing Skills and Strategies



ADVANCED

Zim and Zan

SUMMARY Two bees try out various jobs, but settle on a job that's right for bees.

- phonics: **Consonants /y/*y*, /z/*z***
- **High-Frequency Words: (Review)** *up*, *we*, *want*, *out*, *who*, *they*, *good*
- **Characters**

Before Reading

BUILD BACKGROUND/SET PURPOSE Tell children that they are going to read a book about some of the jobs that insects do. Have children name insects that they know about and tell about some of the things insects do. Then ask a child to read aloud the title of the book and tell about the cover illustration. Have children predict what the story might be about. Ask them to set their own purposes for reading the story. Write the word *bee* on the board and read it aloud to children. Tell them they will see this word in the story.

Reading the Book

PAGES 2–5 **DISTINGUISH FANTASY/REALITY** **Is this story about real or make-believe bees?** (make-believe bees) **How can you tell?** (Possible response: Real bees don't use shovels.)

PAGES 6–8 **BEGINNING, MIDDLE, ENDING** **What happens at the end of the story?** (Possible response: Zim and Zan find a job they can do.)

REREAD FOR FLUENCY Have partners alternate reading pages of the book. As one child reads, the partner can act out what the characters are doing.

Think Critically

(See inside back cover for questions.)

1. **CHARACTERS** Zim, Zan, Sam, and Al
2. **DRAW CONCLUSIONS** Possible response: because those aren't jobs for bees
3. **EXPRESS PERSONAL OPINIONS** Responses will vary.

LEVELED READER TEACHER GUIDE

Name _____ Characters Lesson 24

This is a good job for Bess and _____.

3 Bess and Zan Teacher Guide

▲ **Leveled Reader Teacher Guide, p. 3**

www.harcourtschool.com/storytown

Go online

★ Leveled Readers, online
Searchable by Genre, Skill, Vocabulary, Level, or Title

★ Student Activities and Teacher Resources, online

E L L

Jobs at Home

SUMMARY Children read about jobs people do at home.

- Strong Picture Support
- Concept Vocabulary
- Theme-Related

Before Reading

BUILD BACKGROUND/SET PURPOSE Tell children that they are going to read a book about jobs people do at home. Use movements and pictures to convey common chores such as baking, washing, or raking. Say the name of each chore several times, and have children repeat the name after you. Read aloud the title to children and talk about the image on the cover.

Reading the Book

PREVIEW THE STORY Have children page through the book and point to or name jobs they know. Encourage their efforts: **Yes, they will bake.**

RELATE PICTURES TO TEXT Have children follow along as you point to the pictures and read the text. Invite them to repeat the words and tell what the people are doing. Encourage children to use this sentence frame as they discuss the pages: **They [bake].**

REREAD FOR FLUENCY Invite partners to take turns naming each job as they reread the story.

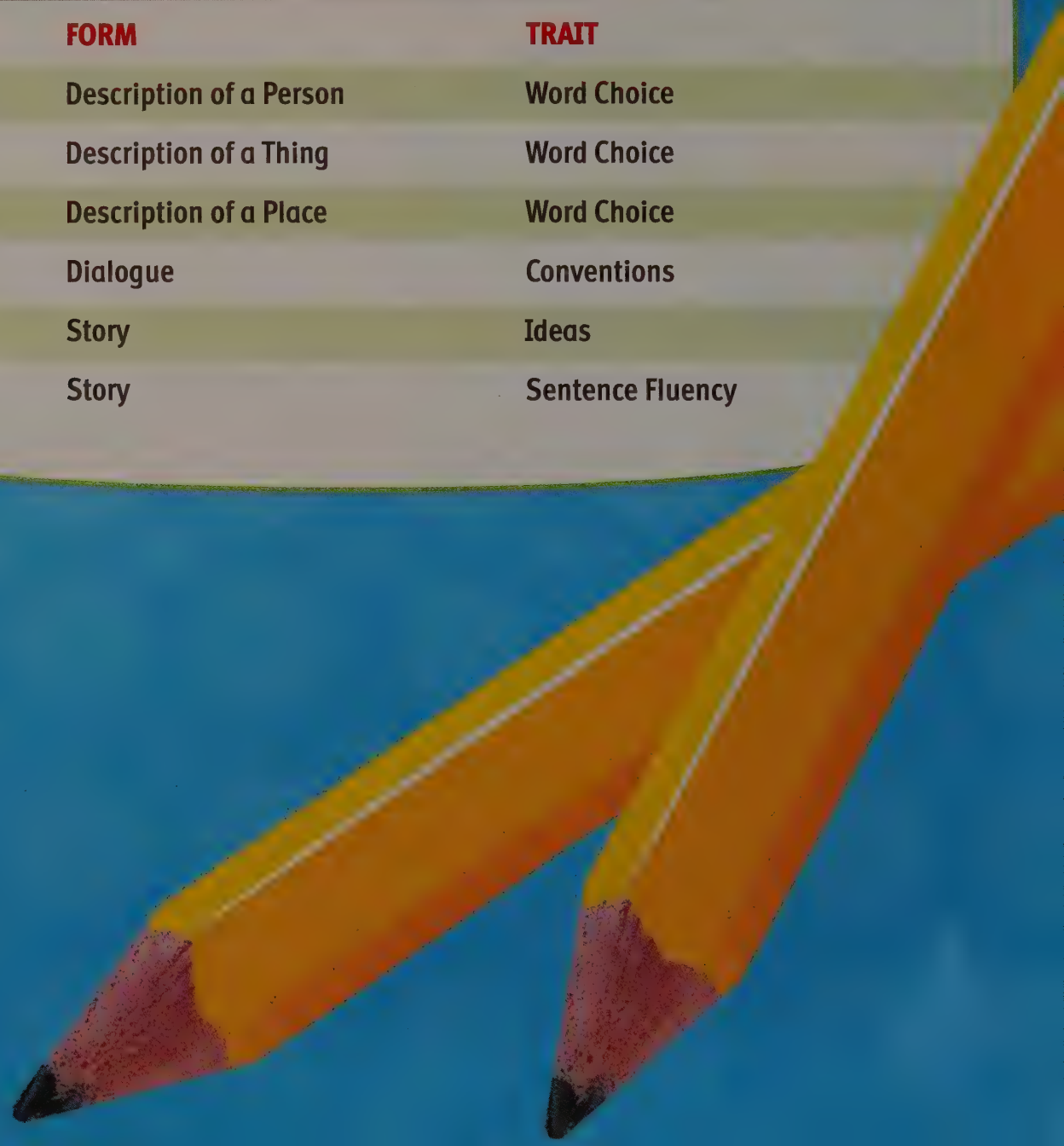
LEVELED READER TEACHER GUIDE

▲ Leveled Reader Teacher Guide, p. 3

THEME WRITING OVERVIEW

Reading-Writing Connection — Story

LESSON	FORM	TRAIT
19	Description of a Person	Word Choice
20	Description of a Thing	Word Choice
21	Description of a Place	Word Choice
22	Dialogue	Conventions
23	Story	Ideas
24	Story	Sentence Fluency



VOLUME 4

Reading-Writing Connection

Shared Writing: Story

Children will

- Use a literature model to generate ideas
- Work together to brainstorm and select a topic
- Plan the writing and help draft it by dictating text and sequencing story events
- Revise the writing by changing the length of sentences to improve sentence fluency
- Proofread the writing, checking for correct spelling and punctuation
- Publish a final version of the writing

Set the Stage

Shared Writing: Story

Objective

To understand that we can communicate thoughts and feelings through stories

Introduce the Form

TALK ABOUT STORIES Tell children that they will work together to write a story. Remind children about the characteristics of stories by saying:

Think Aloud **We have read lots of stories so far this year. Stories can be about real things or about make-believe things. All stories have characters. The stories tell what happens to these characters in the beginning, in the middle, and at the end of the story.**

▲ Zara's Hats

STAGES OF THE WRITING PROCESS Adjust the pacing to meet children's needs. Guide them back and forth between the steps until the final product meets established criteria.

PREWRITING, p. T466	DRAFTING, p. T467
• Generating Ideas Writing Trait: Ideas • Planning the Writing Writing Trait: Ideas	• Drafting the Writing Writing Trait: Organization

Use Text as a Model

DISCUSS A FAMILIAR STORY Tell children you will reread the story *Zara's Hats*. Ask them to listen to the story and think about what happens in the beginning, in the middle, and at the ending of the story. After reading the story, guide them to complete a graphic organizer like the one below.

Beginning:
Zara's family makes hats with feathers to sell in their shop in the city.

↓

Middle:
Zara's family runs out of feathers for their hats, so her father has to go away to try to find more.

↓

Ending:
Zara's father comes back home to find out that Zara has figured out a way to make hats without feathers.

Tell children that together they will be writing their own story with a beginning, a middle, and an ending.

ELL

Reinforce Terminology Flip through a book children have read. Stop to point out when you are in the *beginning* of the book, in the *middle* of the book, and at the *ending* of the book.

REVISING, P. T468	PROOFREADING, p. T468	PUBLISHING, p. T469
• Revising a Draft Writing Trait: Sentence Fluency	• Checking for End Punctuation Writing Trait: Conventions	• Create a Class Story Bulletin Board

Prewrite

GENERATING IDEAS

Writing Trait: Ideas

Objective
To learn how to generate ideas for writing topics

Teach/Model

REVIEW THEME LITERATURE Tell children the following:

Think Aloud **We have been reading stories about the different jobs people do. Let's talk about some different kinds of jobs that we could write a good story about.**

Apply to Writing

SELECT A TOPIC Make a list of the jobs that children mention. Then have children discuss the jobs and tell why they think readers would be interested to read a story about someone who does each one. Help children decide which one would be the best to write about. Ask:

- What makes this job interesting?
- What could happen to someone doing this job that would make a good story?
- What is something funny that could happen to someone doing this job?
- What job should we write about?

PLANNING THE WRITING

Writing Trait: Ideas

Objective
To learn how to brainstorm the content for a story

Teach/Model

DISCUSS PLANNING Remind children of the job they chose to write about. Tell them that the next step is to plan what they want to say in a story about the job. Say:

Think Aloud **Writers plan what they will write before they begin writing. That's what we'll do now. Let's think about what could happen in the beginning, in the middle, and at the ending of our story.**

Apply to Writing

USE A GRAPHIC ORGANIZER Guide children to discuss different ideas about what could happen in the beginning, middle, and ending of the story. Record children's responses in a graphic organizer similar to the one below.

Beginning: A zookeeper finds out that one of the monkeys has gotten out of its cage.

↓

Middle: The zookeeper looks everywhere.

↓

Ending: He finds the monkey.

Draft

DRAFTING THE WRITING

Writing Trait: Organization

Objective
To contribute to the drafting of a shared writing piece

Teach/Model

DISCUSS ORGANIZATION Remind children that good writers think about the order in which things happen in their stories. Tell them that writers have to make their stories have a good beginning, middle, and ending. Explain that this trait is called **organization**.

Apply to Writing

DRAFT Suggest to children that they begin writing the story by telling what happens in the beginning. Have volunteers suggest possible beginnings of the story. Write them on chart paper and read them aloud. Guide children to choose the best beginning. Then draft the story, telling children that first you will get their ideas onto the page and then you will all work together to make the story better.

Then guide children to write what happens in the middle of the story. Encourage them to use the ideas in the graphic organizer as a guide. Finally, have children tell what happens at the end of the story. Periodically read to them what you've written, and invite children to suggest things to add to the story draft.

One day a zookeeper woke up. He went to the monkey cage. A monkey was gone! He looked everywhere for the monkey. He couldn't find it. Where could it have gone? Then the zookeeper went back to his house. The monkey was sitting in his chair.

E L L

Act Out the Story Have children act out what happens in the beginning, middle, and end of the story. Describe their actions simply as you write the story on chart paper.

Revise/Proofread

REVISING A DRAFT

Writing Trait: Sentence Fluency

Objective
To learn how to revise a story to improve sentence fluency

Teach/Model

USE A LITERATURE MODEL Read to children this paragraph from *Zara's Hats:*

Zara loved the feel of the soft fabrics as she cut them. She loved the texture of the shiny ribbons when she tied large, loopy bows. And oh, the feathers! Selig's hats were famous for having the most exquisite feathers.

Point out the different length sentences that the writer used. Explain how writing some long and some short sentences gives the story a flow that helps readers when they read it. Then point out a place in the class story where you could add details that would make a sentence longer. Explain why you are suggesting this improvement, and mark the change using a caret to insert the new text.

popped up out of bed and
One day a zookeeper woke up. He went to the monkey cage.

Apply to Writing

INSERT NEW INFORMATION Invite children to suggest other places in the story where they could add details to make the story more interesting. Read the suggestions aloud, asking children to listen to how the story sounds as you read it. Invite children who make suggestions to mark a caret on the chart paper to show where the change would occur. Then write their suggested change in the margin.

CHECKING FOR END PUNCTUATION

Writing Trait: Conventions

Objective
To apply appropriate end punctuation

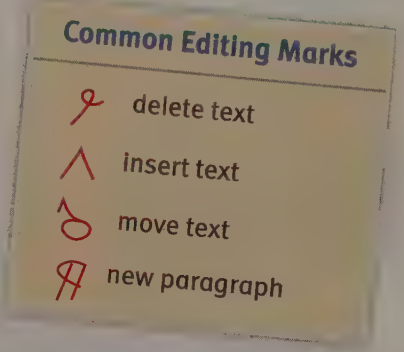
Review

Remind children that writers use different end marks at the end of different types of sentences. Review with children how periods, question marks, and exclamation points are used in writing.

Tell children that good writers read what they have written to make sure they have used the right kinds of punctuation at the end of their sentences. Point out a sentence in their draft and explain why it has the appropriate end mark. Tell children that together you will review the class story to make sure that it has the proper punctuation and that each sentence begins with an uppercase letter.

Apply to Writing

Read the writing aloud, and have children point out the punctuation mark at the end of each sentence. Ask children to confirm that each sentence ends with the correct mark and begins with an uppercase letter. Guide them to change end punctuation as necessary.



Evaluate/Publish

PUBLISHING

Objective
To complete and publish a piece of writing

Create a Class Story Bulletin Board

Tell children that to publish their writing, you will rewrite it neatly onto a fresh sheet of paper, and they will make illustrations of it. Ask children to observe you as you neatly copy the writing and read it aloud, incorporating the revisions and edits. Then have children make illustrations using crayons, pencils, or drawing software on a computer. Have them illustrate the beginning, middle, and ending of the story. Post the final story on a bulletin board with children's illustrations in story order.

Melvin's Surprise

One day a zookeeper named Melvin woke up. He popped out of bed and went to the monkey cage. His favorite monkey was gone! He looked everywhere for the monkey, but he couldn't find it. Where could it have gone?
Melvin sadly went back home. He missed his monkey very much. Guess what he saw? The monkey was sitting right there in his favorite rocking chair!

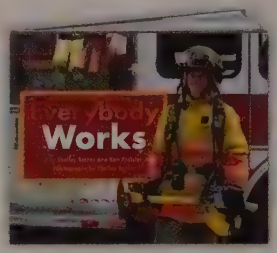
ASSESSMENT

Complete the following checklist to assess children's participation in the development of the class story.

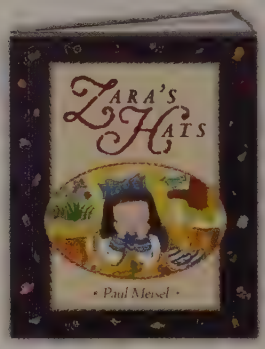
Observation Checklist

- ☐ Demonstrates awareness of print concepts
- ☐ Makes appropriate contributions of ideas, thoughts, and responses
- ☐ Contributes phrases or sentences that reflect known oral structures
- ☐ Completes or extends formulaic expressions and grammatical patterns
- ☐ Demonstrates knowledge of punctuation and capitalization

Theme Wrap-up and Review



▲ **Everybody Works** by Shelley Rotner and Ken Kreisler



▲ **Zara's Hats** by Paul Meisel

▲ **My Teacher Can Teach...Anyone!** by W. Nikola-Lisa

▲ **Bravo, Maurice!** by Rebecca Bond

Celebrate Jobs People Do

Display *Everybody Works, Zara's Hats, My Teacher Can Teach... Anyone!* and *Bravo, Maurice!* Guide children to summarize or retell each book. Use the *Story Retelling Cards* as an aid for *Zara's Hats* and *Bravo, Maurice!* Encourage children to share personal responses about the books or the theme. Then ask these questions:

- Which book is your favorite? Why? Is there a book you didn't like? What didn't you like about it?
- What did you learn about jobs people do?
- What job would you like to do when you grow up?

Teacher Self-Evaluation

As you reflect on the theme *Jobs People Do*, ask yourself:

- Which activities worked best with children? Which ones didn't work as well?
- Have I helped children become more aware of the concept of work and the variety of jobs that people do? Have I helped them realize ways that different kinds of work help the community?
- Have I helped children make connections between thematic activities at school and their own experiences?

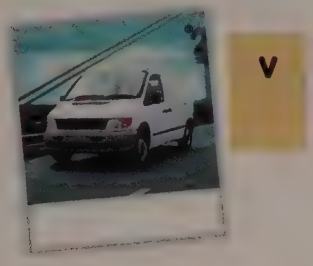
Theme Project

JOB SKITS Summing Up

After performing their skits, have children tell about the tools people use to do the jobs they performed. Then invite children to share what they like about the jobs in the skits as well as their thoughts and ideas about the jobs themselves.

Phonics

LETTER DELIVERY GAME Gather unlabeled *Photo Cards* with images for *v, j, y,* and *z*. Give each child one *Photo Card*. Then invite another child to be a "letter carrier." Give the letter carrier copies of letter cards *v, j, y,* and *z* (*Teacher Resource Book,* pp. 49–52). Have the letter carrier go around and give each child the letter card with the first letter of the picture name. Repeat, letting other children act as letter carriers.

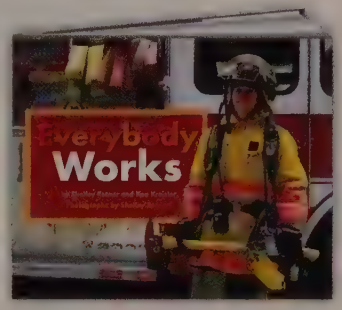


High-Frequency Words

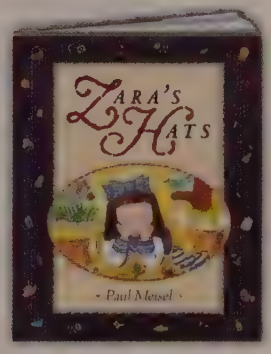
TICKET TAKER Set up ten chairs in the front of the classroom. Choose one child to be the ticket taker. Then pass out one of the following *High-Frequency Word Cards* to each of ten children: *up, down, we, want, out, who, are, they, she, good*. Then have children approach the ticket taker, read their card, use the high-frequency word in a sentence, and hand the card to the ticket taker. If children read the card and used the word correctly in a sentence, they may pass the ticket taker and sit down. After all the seats have been filled, choose another ticket taker, distribute the *High-Frequency Word Cards* to other children, and repeat the game.

Comprehension

MAIN IDEA Ask a volunteer to choose one of the books from this theme. Page through the book, and ask children what they remember about it. Remind them that the main idea of a book is what the book is mostly about. Call on children to tell the main idea of the book. Have them tell why they think this is the main idea. Continue until all of the books have been discussed.



▲ Everybody Works



▲ Zara's Hats

Writing

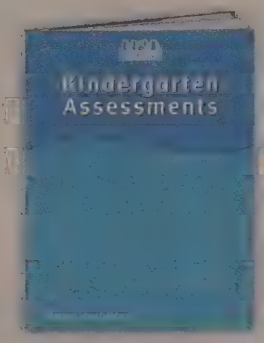
EVERYBODY WORKS Remind children that dialogue is the words that a person or a story character says. Have children draw a worker from *Everybody Works* or someone who does a job that they find interesting. Then have them write dialogue for the worker below the picture.

Monitor Progress

at the End of Theme 8

THEME 8 TEST After instruction for Theme 8, assess student progress in the following areas:

- Phonemic Awareness
- Phonics
  - Letter Recognition
  - Matching Letters to Sounds
- High-Frequency Words
- Phonics: Rapid Letter Naming



▲ **Kindergarten Assessments**

DIBELS DIBELS Connection

Phonemic Awareness—Initial Sounds Fluency and Phoneme Segmentation Fluency

Fluency—Letter Naming Fluency

TPRI Connection

Phonemic Awareness—Detecting Final Sounds

Phonics—Letter Naming and Letter-Sound Linking

MONITOR PROGRESS

Use Data to inform Instruction for Theme 9

IF performance was	THEN, in addition to core instruction, use these resources:
BELOW-LEVEL Reteach	• Below-Level Leveled Readers • Leveled Readers System • Strategic Intervention Resource Kit • Intervention Station, Primary
ON-LEVEL Reinforce	• On-Level Leveled Readers • Leveled Readers System • Practice Book, Theme 8
ADVANCED Extend	• Advanced Leveled Readers • Leveled Readers System • Challenge Resource Kit

Small-Group Instruction

SMALL-GROUP INSTRUCTION

Lesson 19

Phonemic Awareness.....S2
Phonics.....S3
High-Frequency Words.....S4
Comprehension.....S5
Robust Vocabulary.....S6–S7

Lesson 20

Phonemic Awareness.....S8
Phonics.....S9
High-Frequency Words.....S10
Comprehension.....S11
Robust Vocabulary.....S12–S13

Lesson 21

Phonemic Awareness.....S14
Phonics.....S15
High-Frequency Words.....S16
Comprehension.....S17
Robust Vocabulary.....S18–S19

Lesson 22

Phonemic Awareness.....S20
Phonics.....S21
High-Frequency Words.....S22
Comprehension.....S23
Robust Vocabulary.....S24–S25

Lesson 23

Phonemic Awareness.....S26
Phonics.....S27
High-Frequency Words.....S28
Comprehension.....S29
Robust Vocabulary.....S30–S31

Lesson 24

Phonemic Awareness.....S32
Phonics.....S33
High-Frequency Words.....S34
Comprehension.....S35
Robust Vocabulary.....S36–S37

Phonemic Awareness

Objective

To identify the word in a set of words with a different middle sound

MONITOR PROGRESS

Phonemic Awareness After small-group instruction, are children able to identify the word with a different middle sound in a set of words?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Additional Practice

Routine Card 7

Use *Routine Card 7* to model for children how to listen for and identify the word in a group of words with a different middle sound. Say the words *tap, sock,* and *ran*, emphasizing the middle sounds. Have children repeat the words. Tell them that the word *sock* has a different middle sound than *tap* and *ran*. Then have children take turns saying and listening to the /a/ and /o/ sounds on the *Phoneme Phone*. As children repeat each sound, have them hold up the mirror to see what their mouth looks like as they say it. Repeat the process using the following sets of words: *bug/cab/jam, lap/dot/hop, sip/dig/fun, top/hen/red, map/bag/cut, hum/let/rug, wig/bib/ten, sad/neck/jet.*

ON-LEVEL REINFORCE

Additional Practice

Tell children that you will say two words. They will raise a hand when they hear two words that have the same middle sound. Call on a volunteer to name the sound. Use the following word pairs: *duck/sun, pad/miss, bath/fan, deck/hid, get/when, hid/wish*. Then invite volunteers to name two words that have the same middle sound and other volunteers to name a word with a different middle sound.

ADVANCED EXTEND

Generate Words

Say the words *bet* and *pen*, and ask a child to name the middle sound in both words. Then ask the child to say a word with a different middle sound. Follow the same procedure, beginning with word pairs such as *big/fix, pot/lock, dad/tan, vet/web, hug/sub.*

Phonics

Objective
To blend and read words that end in -ox *or* -ix

BELOW-LEVEL RETEACH

Discriminate Letters/Blend Words

Routine Card 12 Routine Card 13

Reintroduce /o/*o*, /i/*i*, and /ks/*x*, using *Routine Card 12*. Then hold up a variety of *Alphabet Cards*, including the *o*, *i*, and *x* cards, at random, and have children name the letter each time. Once children can easily recognize the letters, use *Routine Card 13* to help them practice blending and reading words with the phonograms *-ox* and *-ix*.

ON-LEVEL REINFORCE

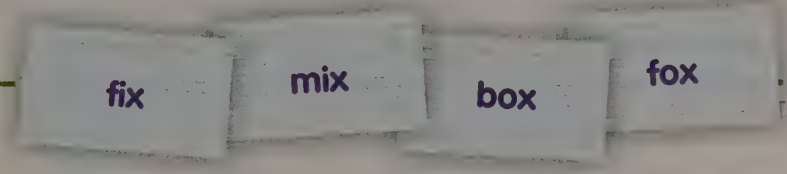
Word Building

Build the words *ox*, *fox*, *six*, and *mix* one at a time, in the pocket chart. Have children read each word. Write the words on the board. Then have children make a list of the words that end with *-ox* and the words that end with *-ix*.

ADVANCED EXTEND

Act Out Words

Write the following words on index cards: *fix*, *mix*, *box*, *fox*. Place the cards in a box and have each child choose a card. One at a time, ask children to act out their word. Have the group guess what it is.



MONITOR PROGRESS

Phonics After small-group instruction, are children able to blend and read words with *-ox* and *-ix*?

If not, provide additional small-group practice with the letters and sounds. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

High-Frequency Words

Objective

To read high-frequency words

ELL

Model usage of the words with sentences such as the following:

I sit down.

I stand up.

(Hold pencil high in the air.) *The pencil is up.*

(Place pencil on the floor.) *The pencil is down.*

MONITOR PROGRESS

High-Frequency Words After small-group instruction, are children able to recognize and read the words *up* and *down*?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Match Words

Routine Card 16

Reintroduce the words *up* and *down* using *Routine Card 16*. Then hold up several *High-Frequency Word Cards*, including one for *up*, at random. Tell children to jump up and say *up* when they see the word *up*. Repeat the process for the word *down*, having children squat down and say the word *down* when they see it.

up down

ON-LEVEL REINFORCE

Rapid Word Naming

Hold up *High-Frequency Word Card up*, and have children read the word. Hold up the card for *down*, having children read it. Then randomly display cards showing *up, down,* and other words children have already learned, having them name each word. Finally, ask children to write each word on the board, on chart paper, or in their notebook.

ADVANCED EXTEND

Generate Sentences

Display *High-Frequency Word Cards up* and *down* and several cards from previous lessons. Hold up the cards at random, and have children name each word. Then distribute a card to each child. Ask each child to read the word on the card and use it in a sentence. After each child has provided a sentence, you can redistribute the cards and repeat the activity for more practice.

Comprehension

Reality/Fantasy

Objective

To understand the difference between reality and fantasy

BELOW-LEVEL RETEACH

Apply to Visuals

Review with children that some stories are realistic because the things that happen in them could happen in real life. Some stories are make-believe, or fantasies, because the things that happen in them could not happen in real life. Show children a variety of visuals that depict both realistic and make-believe characters and events. Point to a picture and model for children how to determine whether the picture shows something realistic or make-believe. Then have children determine whether the remaining visuals show something realistic or make-believe.

ON-LEVEL REINFORCE

Distinguish Reality and Fantasy

Remind children that some stories are realistic and some are fantasies, or make-believe. Then play a game. Ask children questions about things that are realistic and fantasy, such as *Can a leaf swim? Can a mouse write a letter? Can a dog bark?* Have children answer *Yes, that's real.* or *No, that's fantasy.* Then have children take turns asking a question.

ADVANCED EXTEND

Identify Reality and Fantasy

Challenge partners to find one classroom book that tells a realistic story and one that tells a fantasy story. Children may use *Big Books*, *Library Books*, *Pre-decodable* or *Decodable Books*, or other picture books. When pairs have found the books, have them present each book, say whether the story is realistic or a fantasy, and give reasons for their thinking.

E L L

Clarify Meaning Point out real and make-believe things in the visuals. For example, point to a picture of an animal and say: **This is a real animal.** Then show a picture of an animal wearing clothes or doing something it could not do in real life. Say: **This is a make-believe, or fantasy, animal.** Show other pairs of realistic and fantasy pictures, and ask children to identify which is realistic and which is make-believe, or fantasy.

MONITOR PROGRESS

After small-group instruction, are children able to distinguish reality and fantasy?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

Robust Vocabulary

Objective

To review robust vocabulary

Robust Vocabulary

contrast	famished
meander	modify
tidy	unfortunate

MONITOR PROGRESS

After small-group instruction, are children able to use and understand the robust vocabulary words?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Reintroduce the Words

Routine Card 15

Use *Routine Card 15* to reintroduce all six words to children. Review the Student-Friendly Explanations until children are familiar with the words. Then ask questions such as the following to check for understanding. Be sure children explain their answer each time.

contrast (Hold up your jacket and a child's jacket) Let's contrast these jackets. Are you going to tell how the jackets are the same or different?

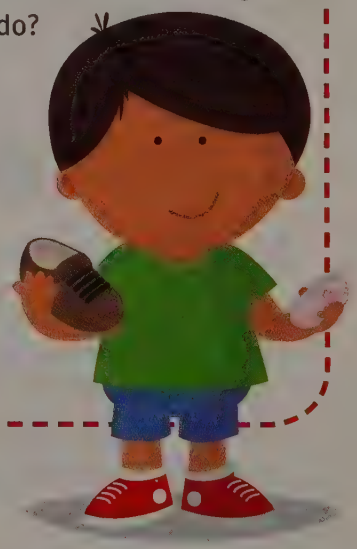
meander I am going to meander around the table. Am I moving slow or fast? Show me how you can meander around the room.

tidy (Scatter some pencils and papers on the table.) Show me how we can tidy the table.

famished Imagine that you get home from school and you are famished. What will you do next?

modify (Make a happy face.) I am making a happy face. Now, I will modify the look on my face. That means I'll change it. How do I look now? What did I do? Show me how you can modify the way you are sitting.

unfortunate Which of these things is unfortunate: forgetting to bring your lunch to school or learning to ride a bike?



ON-LEVEL REINFORCE

Apply Word Knowledge

Review for children the Student-Friendly Explanation for each word, and give an illustrative example of it. For example, name something you have modified in the classroom, contrast two seasons, tell about a time when you were famished or when something unfortunate happened. Ask a volunteer to demonstrate how to meander and how to tidy up. Then ask the group to demonstrate the meanings of the words as you use each one in a short sentence.

ELL

Nonverbal Responses Gauge children's understanding of the words by having them respond nonverbally to the questions. For example, they can act out responses or give a thumbs-up or a thumbs-down.

ADVANCED EXTEND

Word Clues

Review for children the Student-Friendly Explanation for each word, and have children repeat the word each time. Then invite children to choose a word to give clues about for others to guess. Model an example: **I'm thinking of the word I might use when I am telling how a rainy day is different from a sunny day.** (*contrast*) After giving this example, have children take turns selecting a word and giving others clues about it.

Phonemic Awareness

Objectives

- *To identify and isolate the beginning, middle, and ending sounds in groups of words*
- *To identify the word that has a different beginning, middle, or ending sound in a group of words*

MONITOR PROGRESS

Phonemic Awareness After small-group instruction, are children able to isolate and identify the initial, middle, and ending sounds in words? Are they able to discriminate the beginning, middle, and ending sound that is different in a group of words?

If not, provide additional small-group practice with the skills. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Additional Practice

Routine Card 6

Use *Routine Card 6* to model how to listen to and identify the beginning sound in *jam*. Then ask children to identify the sounds at the beginning of *yes, time, kite,* and *more*. Follow a similar procedure to have children identify the middle sound in *win, sock, rug,* and *den*, and the ending sound in *nap, drum, get,* and *miss*.

ON-LEVEL REINFORCE

Additional Practice

Tell children that you will say a group of words. If the sound at the beginning of the three words is the same, they will stand up and say the sound. Use the following groups of words:

men, mitt, mug	*tug, tip, tan*	*den, dip, mad*
pad, pin, pot	*cut, pan, come*	*rip, red, ram*

Follow a similar procedure to have children listen for and identify the middle sounds in sets of words such as *Mike/kite/smile, mat/Sam/tack,* and *tip/sick/dish*, and the ending sounds in groups of words such as *stop/nip/cup, sick/take/rock,* and *hill/doll/all.*

ADVANCED EXTEND

Generate Words

Say *bark* and *beach*, and ask children to name the beginning sound in each word. Then tell them to name another word that has the same beginning sound. Repeat with other pairs of words. Follow a similar procedure to have children name words with the same middle sound and then the same ending sound.

Then say *hat* and *hen*, and ask a child to name the beginning sound in both words. Have children name a word with a different beginning sound. Repeat with other word pairs for middle and ending sounds.

Phonics

Objective

To practice and apply knowledge of short vowel /e/e

BELOW-LEVEL RETEACH

Discriminate Letters/Blend Words

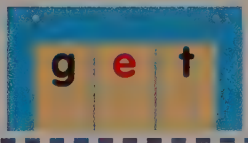
Routine Card 12 Routine Card 13

Reintroduce /e/*e* using *Routine Card 12*. Then hold up a variety of *Alphabet Cards*, including the *e* card, at random, and have children name the letter and sound each time. Once children can easily recognize the letter, use *Routine Card 13* to help them practice blending words with *e*. Blend the words *pet, get, fed,* and *wet.*

ON-LEVEL REINFORCE

Word Building

Build the words *set, get, bed,* and *ten* one at a time in the pocket chart. Have children read each word. Write the words on the board. Then have children write the words *ten* and *bed* and draw to illustrate each word.



ADVANCED EXTEND

Name /e/*e* Words

Sit in a circle with children. Hold up *Alphabet Card e* and say: **/e/ *elephant***. Pass the card to the child next to you and tell him or her to say a word that begins with /e/ or has /e/ in the middle. Record children's words on chart paper and then invite volunteers to circle the *e* in each word.

MONITOR PROGRESS

Phonics After small-group instruction, are children able to blend and read words with /e/*e*?

If not, provide additional small-group practice with the letter-sound. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

High-Frequency Words

Objective

To read high-frequency words

E L L

Model usage of the words with sentences such as the following:

We can hop.

We sit.

I want a book.

I want to sing.

MONITOR PROGRESS

High-Frequency Words After small-group instruction, are children able to recognize and read the words *we* and *want*?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Match Words

Routine Card 16

Reintroduce the words *we* and *want* using *Routine Card 16*. Then distribute word cards *we* and *want* to each child. Ask: **What do we want?** Point to the cards *we* and *want* as you say the words. Call on a volunteer to answer the question by saying *We want* _____. Have them hold up their word cards as they say the words. Repeat, giving each child a turn to answer the question.

we want

ON-LEVEL REINFORCE

Rapid Word Naming

Hold up *High-Frequency Word Card we*, and have children read the word. Hold up the card for *want*, and have children read it. Then randomly display cards *we, want,* and cards for other words children have already learned. Have them name each word. Finally, ask children to write each word on the board, on chart paper, or in their notebook.

ADVANCED EXTEND

Play Concentration

Provide partners with two sets of word cards for *we, want, see, for, here,* and *you*. Have them place the cards face down and play Concentration, keeping the word cards that match after they read the word. Review the rules of Concentration as needed before children play.

we	want	see
for	here	you

Comprehension

Reality/Fantasy

BELOW-LEVEL RETEACH

Apply to Stories

Review with children that some stories are realistic because the things that happen could happen in real life. Some stories are fantasies because the things that happen in them couldn't really happen. Then display books (both realistic fiction and fantasy), such as previously read *Big Books* and *Library Books*, or familiar picture books. Page through the first book and identify the story as realistic or a fantasy, modeling how to make a determination by asking yourself the question *Could this really happen?* Then page through the other books, and have children tell whether each story is realistic or a fantasy and why.

ON-LEVEL REINFORCE

Identify Reality and Fantasy

Remind children of how to tell if a story is realistic or a fantasy. Then page through the *Library Book Pet Show!* Ask children if this story is realistic or a fantasy, and to tell why they think so. Propose the following changes to the story and ask children to tell which would be realistic and which would be fantasy:

Archie brings a frog to the pet show.

Archie's cat talks to him.

Archie flies over the neighborhood to look for his cat.

Archie shows his blue ribbon to his mother.

ADVANCED EXTEND

Identify Reality and Fantasy

Provide children with a collection of familiar picture books, including some realistic stories and some fantasies. Ask children to sort the books into two piles, according to whether the stories are realistic or fantasies. When children have finished, ask them to give their reasons for sorting the books as they did.

Objective

To understand the difference between reality and fantasy

ELL

Clarify Meaning To help children distinguish reality and fantasy, display the cover of the *Big Book What a Treasure!* Ask *yes/no* questions: **Would a mole really wear clothes? Would a mole really dig with a shovel?** Lead children to understand that since a mole could not do these things in real life, the story is make-believe, or a fantasy. Repeat with other realistic and fantasy books.

MONITOR PROGRESS

After small-group instruction, are children able to distinguish reality and fantasy?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

Robust Vocabulary

Objective

To review robust vocabulary

Robust Vocabulary

treasure	confer
worth	mingle
sturdy	compliment

MONITOR PROGRESS

After small-group instruction, are children able to use and understand the robust vocabulary words?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Reintroduce the Words

Routine Card 15

Use *Routine Card 15* to reintroduce all six words to children. Review the Student-Friendly Explanations until children are familiar with the words. Then ask questions such as the following to check for understanding. Be sure children explain their answer each time.

treasure Imagine that you find a box with a treasure inside. What might the treasure be? What do you hope it will be?

worth I have a special chair that my grandmother gave me. It means a lot to me and it is my favorite chair. What do you have that is worth the most to you?

sturdy (Show a sturdy classroom chair.) Is this chair sturdy? Will it fall apart or stay together if someone sits on it? (Call on a volunteer to sit on the chair.)

confer Sometimes I confer with other teachers to find out what we are going to teach. What do parents and children confer about?

mingle Show how you would mingle at a playground and at a birthday party.

compliment I will choose a volunteer to compliment. Now, compliment a neighbor. How did the compliment make you feel?

ON-LEVEL REINFORCE

Apply Word Knowledge

Review for children the Student-Friendly Explanation for each word, and give an illustrative example of it. Then invite children to demonstrate their understanding by acting out a short story that you tell them:

As I walk along the beach, I find a treasure—a big diamond that is worth a lot of money! I confer with many people to find out who owns the diamond, but it belongs to no one. I put the diamond on a sturdy chain to wear around my neck. I go to a party and mingle with my friends. Everyone gives me compliments about my new treasure.

ADVANCED EXTEND

Synonyms

Review for children the Student-Friendly Explanation for each word, and have children repeat each word. Then tell children they are going to give clues about the vocabulary words by naming words that mean almost the same thing. The rest of the group will guess the vocabulary word. Model the game for children with clues such as the following:

I'm thinking of a word that means almost the same as *discuss*. (*confer*)

I'm thinking of a word that means almost the same as *strong*. (*sturdy*)

E L L

Physical Responses Gauge children's understanding of the words by allowing them to respond physically to the questions. For example, have them pantomime finding a treasure in a box, conferring with a parent, or mingling at a playground.

Phonemic Awareness

Objective

To blend sounds to say words

MONITOR PROGRESS

Phonemic Awareness After small-group instruction, are children able to blend sounds to say words?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Additional Practice

Remind children that they can blend individual sounds to say words. Ask them to listen carefully to the following sounds and name the word: /b/ /u/ /g/. Continue with the following sounds:

/f/ /a/ /n/	/r/ /u/ /g/	/t/ /i/ /p/
/g/ /e/ /t/	/m/ /o/ /p/	/l/ /o/ /g/
/c/ /a/ /t/	/d/ /e/ /n/	/s/ /i/ /t/

Children can take turns saying the sounds into the *Phoneme Phone* and then saying the word.

ON-LEVEL REINFORCE

Act Out Words

Ask children to listen to the following sounds and then blend the sound to say the word. Have them act it out: **/d/ /i/ /g/**. Then call on a volunteer to name the word. Follow the same procedure with other action words, such as *kick, mix, tug, pack, hop, tap, hug, bat, knock, run.*

ADVANCED EXTEND

Play a Game

Distribute one of the following *Photo Cards* to each child: *bus, dog, fox, hat, pan, pig, sun,* and *van*. Tell children you will say the sounds in a word. The child with the matching *Photo Card* will hold it up and say the word. Continue until all children have held up their card. Then have children trade cards and play the game again.

Phonics

Objective

To practice and apply knowledge of short vowel e *and phonograms* -ed *and* -en

BELOW-LEVEL RETEACH

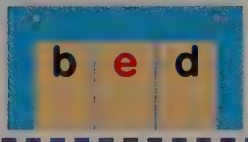
Discriminate Letters/Blend Words

Routine Card 12 Routine Card 13 Reintroduce /e/*e*, /d/*d*, and /n/*n*, using *Routine Card 12*. Then hold up a variety of *Alphabet Cards*, including the *e*, *d*, and *n* cards, at random, and have children name the letter each time. Once children can easily recognize the letters, use *Routine Card 13* to help them practice blending and reading words with the phonograms *-ed* and *-en*. Use words such as *bed*, *red*, and *hen*.

ON-LEVEL REINFORCE

Word Building

Build the words *red*, *bed*, *ten*, and *men* one at a time in the pocket chart. Have children read each word. Write each word on the board. Then have children first list the words that end with *-ed* and then the words that end with *-en*.



ADVANCED EXTEND

Build Words

Ask a child to build a word with *-ed* and ask another child to read the word. Have a second child change one letter in the word and read the new word. Continue in this manner until all children have had a turn. Then ask a new child to begin the process again with an *-en* word.

MONITOR PROGRESS

Phonics After small-group instruction, are children able to blend and read words with the phonograms *-ed* and *-en*?

If not, provide additional small-group practice with the letters and sounds. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

High-Frequency Words

Objective

To read high-frequency words

E L L

Model usage of the words with sentences such as the following:

We can go out.

The dog is out.

Who is here?

Who can you see?

MONITOR PROGRESS

High-Frequency Words After small-group instruction, are children able to recognize and read the words *out* and *who*?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Match Words

Routine Card 16

Reintroduce the words *out* and *who* using *Routine Card 16*. Then hold up several *High-Frequency Word Cards*, including one for *out*, at random. Have children say the word *out* when they see it and show thumbs-down when they see other words. Repeat with the word card for *who*.

out who

ON-LEVEL REINFORCE

Rapid Word Naming

Hold up *High-Frequency Word Card out*, and have children read the word. Hold up the card for *who*, having children read it. Then randomly display cards for *out, who,* and other words children have already learned, having them name each word. Finally, ask children to write each word on the board, on chart paper, or in their notebook.

ADVANCED EXTEND

Generate Sentences

Place *High-Frequency Word Cards out, who,* and several cards from previous lessons in a bag. Have children take turns choosing a card, reading the word, and using it in a sentence. Repeat the activity so children have the opportunity to read different words.

Comprehension

Setting

Objective

To identify the setting of a story

BELOW-LEVEL RETEACH

Apply to Stories

Review with children that the setting of a story is where and when the story happens. Page through a familiar *Big Book*, *Library Book*, or classroom book. Model for children how to identify the setting. Then page through other books, and have children identify the setting of each story. Ask them to tell how they know where and when the stories happen.

ON-LEVEL REINFORCE

Identify Setting

Review with children the story *The Most Perfect Spot*. Display the first few pages of the story and ask children to tell where and when the story happens, and to describe what it is like in that time and place. Then page through the rest of the book, having children tell how the setting changes, and describe what it is like.

ADVANCED EXTEND

Draw a Setting

Say a simple sentence, such as *Kim is eating a banana*. Tell children to imagine Kim eating a banana. Ask: **Where is Kim? at home? at school? What time of day is it?** Then have children draw a picture of Kim eating a banana. Have them include details in their drawing that show where and when Kim is eating.

ELL

Time Words To help children identify when stories happen, review with them words that refer to time. Display pictures that show day, morning, night, and the four seasons. Name each one and have children repeat the words with you. Then ask children to tell when the stories *Snowmen at Night* and *The Most Perfect Spot* take place.

MONITOR PROGRESS

After small-group instruction, are children able to identify and describe a story's setting?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

Robust Vocabulary

Objective

To review robust vocabulary

Robust Vocabulary

contrast	treasure
meander	worth
tidy	sturdy
famished	confer
modify	mingle
unfortunate	compliment

MONITOR PROGRESS

After small-group instruction, are children able to use and understand the robust vocabulary words?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Reintroduce the Words

Routine Card 15

Use *Routine Card 15* to reintroduce some or all of the words to children. Review the Student-Friendly Explanations until children are familiar with the words.

Children can show their understanding of some words by acting them out. Words such as *meander, tidy, mingle, famished,* and *confer* lend themselves to this activity. Other words can be addressed with open-ended questions such as the following:

modify (Build a block tower.) I will choose three children to show how they can modify this tower.

contrast Make a happy face. Now contrast that with a sad face. Put your arm down. Now contrast that with the opposite motion. (Continue with other motions.)

unfortunate Show how you would feel if something unfortunate happened to you. Describe your feelings.

sturdy Find something in our room that is sturdy. Tell why it is sturdy.

ON-LEVEL REINFORCE

Apply Word Knowledge

Review for children the Student-Friendly Explanation for each word, and have children repeat the word each time. Then offer children a choice between two of the words at a time. A volunteer chooses a word and uses the word in a sentence. Continue until children have all had a turn.

ADVANCED EXTEND

Word Clues

Have children work with partners or small groups. First have children take turns telling the meaning of the words. Then give the first group two words that go together in some way, such as *treasure* and *worth*. Have children tell how the words go together. For example, these words are related because a treasure is worth something to someone.

E L L

Use Pictures Support children's understanding of the vocabulary words by displaying and naming pictures. For example, show a treasure, an object that is worth a lot of money, people mingling, a sturdy house, or an unfortunate event.

Phonemic Awareness

Objective

To blend sounds to say words

MONITOR PROGRESS

Phonemic Awareness After small-group instruction, are children able to blend sounds to say words?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Additional Practice

Routine Card 1

Use *Routine Card 1* to show children how to blend sounds to say a word. Then ask them to repeat these sounds after you: /p/.../e/.../t/. Then say the sounds a little more quickly, again having children repeat them after you, until you say and they repeat the word *pet*. Follow the same procedure for the words *van, fit, dot, tag, cut, let, red,* and *bus*. Children can take turns saying and listening to the individual sounds on the *Phoneme Phone* and use the mirror to see how their mouth looks when they say the sounds in words.

ON-LEVEL REINFORCE

Blend Sounds

Divide children into groups of three. Assign each child a sound in the word *map*. Have each group say the sounds in order, (/m/ /a/ /p/). Then have other children say the word. Follow the same procedure with other groups of children and words such as *duck, pan, get, top, win,* and *bed*.

ADVANCED EXTEND

Solve Riddles

Remind children how to blend sounds to say a word. Display *Photo Cards box, cat, duck, hill, man,* and *van*. Model a riddle about one of the pictures, such as the following: **You can ride in this. It is a /v/ /a/ /n/.** Call on a child to name the word and point to the picture. When children have the idea, invite a volunteer to choose a word, say a riddle, and segment the sounds for children to guess.

Phonics

Objective

To practice and apply knowledge of consonants /v/v and /j/j

BELOW-LEVEL RETEACH

Discriminate Letters/Blend Words

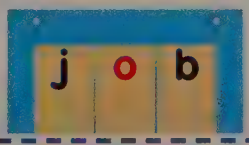
Routine Card 12 Routine Card 13 Reintroduce /v/*v* using *Routine Card 12* and *Sound/Spelling Card Vv*. Then hold up a variety of *Alphabet Cards*, including the *v* card, at random and have children name the letter each time. Hold up unlabeled *Photo Cards vest, violin, tiger, ladder, vacuum, desert, van,* and *vase*. Have children say each picture name and identify the words that begin with /v/.

Then use *Routine Card 13* to help children blend and read words. Use words such as *van, job,* and *jam*.

ON-LEVEL REINFORCE

Word Building

Build the words *van, vet, job, jet,* and *jam*, one at a time in the pocket chart. Write each word on the board. Have children read each word. Then have children choose two words to write and illustrate in their notebook.



ADVANCED EXTEND

Build Words

Provide pairs of children with letter cards *a, b, e, g, i, j, m, n, o, t, u,* and *v*. Have children place the letters *j, o,* and *b* side by side and read the word. Ask partners to build and read as many words with *v* and *j* as they can. Have them write a list of the words they build.

MONITOR PROGRESS

Phonics After small-group instruction, are children able to identify the letters *v* and *j* and to blend and read words with /v/*v* and /j/*j*?

If not, provide additional small-group practice with the letters and sounds. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

High-Frequency Words

Objective

To read high-frequency words

E L L

Model usage of the words with sentences such as the following:

We are in Kindergarten.

Where are the crayons?

They can dance.

Will they run?

MONITOR PROGRESS

High-Frequency Words After small-group instruction, are children able to recognize and read the words *are* and *they*?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Complete the Sentence

Place the *High-Frequency Word Cards they* and *are* in a pocket chart and read them with children. Then display *Photo Cards bus, elevator, helicopter, house, library, plane, playground, school, slide, taxi, truck,* and *wagon*. Point to a *Photo Card*. Ask children to read the words in the pocket chart and orally complete a sentence—for example, *They are in the elevator.*

they are

ON-LEVEL REINFORCE

Rapid Word Naming

Hold up *High-Frequency Word Card are* and have children read the word. Hold up the card for *they* and have children read it. Then randomly display cards showing *are, they,* and other words children have already learned, and have them name each word. Finally, ask children to write each word on the board, on chart paper, or in their notebook.

ADVANCED EXTEND

Play "I Spy"

Display *High-Frequency Word Cards are, they,* and several cards from previous lessons. Hold up the cards at random, and have children name each word. Then display the cards and play "I Spy," having children suggest clues such as the following:

I spy a word that rhymes with *may*. (*they*)

I spy a word that starts with the letter *a*. (*are*)

I spy a word that has two *o*'s. (*look*)

Comprehension

Main Idea

Objective

To identify the main idea of a story

BELOW-LEVEL RETEACH

Apply to Books

Review with children that the main idea of a story is what the story is mostly about. Ask children to look at the pictures and think about the story as you page through a familiar *Big Book* or *Library Book*, such as *What a Treasure!* or *Pet Show!* Have children tell what the story is mostly about. Discuss how the pictures and words give information about the main idea.

ON-LEVEL REINFORCE

Identify Main Idea

Remind children that the main idea of a story is what the story is mostly about. Display the *Big Book What Will the Weather Be Like Today?* As you page through the story, ask children to identify the different types of weather that are shown. Then ask: **What is this story mostly about?** Help children understand that the title, the words, and the pictures all give clues about the main idea.

ADVANCED EXTEND

Identify Main Idea

Read aloud a nonfiction book, such as *I Read Signs* by Tana Hoban. Display the illustrations as you read. Then ask children to draw a picture to show the main idea of the book. Children can write a caption or sentence to tell about the main idea. Invite children to share their picture with the group.

ELL

Use Visuals Show children pictures that represent a single idea, such as pictures of animals, seasons, weather, vehicles, or places. Display a picture and identify the animal: **This picture shows a lion.** Then ask: **What is this picture mostly about?** Continue the activity with the remaining pictures.

MONITOR PROGRESS

After small-group instruction, are children able to identify the main idea of a story?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

Robust Vocabulary

Objective

To review robust vocabulary

protecting **adore**

volunteer **melancholy**

responsible **exquisite**

MONITOR PROGRESS

After small-group instruction, are children able to use and understand the robust vocabulary words?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Reintroduce the Words

Routine Card 15

Use *Routine Card 15* to reintroduce all six words to children. Review the Student-Friendly Explanations until children are familiar with the words. Then ask questions such as the following to check for understanding. Be sure children explain their answer each time.

protecting A police officer's and firefighter's job is to protect people. What does a police officer do to protect us? What does a firefighter do to protect us?

volunteer Imagine that you are a volunteer at the library. What kinds of jobs would you do?

responsible (If possible, display a classroom jobs list.) Who is responsible for being a line leader? for passing out snacks? for collecting papers?

adore Name a food you adore. Name a food you do *not* adore.

melancholy When I have to say goodbye to my friends or family after a visit, I feel melancholy. When do you feel melancholy?

exquisite Which of these things would you describe as exquisite: a crown with jewels, a mud puddle, a rainbow, a gold necklace?

ON-LEVEL REINFORCE

Apply Word Knowledge

Review for children the Student-Friendly Explanation for each word, and give an illustrative example of it. Then act out each word with children. Have them use the word in a sentence that tells about what you are doing. For example, act out being responsible for mopping the floor and being a volunteer who reads a book to others, pantomime protecting a baby bird from danger, show how you would look if you were melancholy, pretend that you see an exquisite painting, and show how you adore your best friend.

ADVANCED EXTEND

Play a Guessing Game

Review for children the Student-Friendly Explanation for each word, and have children repeat the word each time. Then invite children to take turns thinking of one of the words and demonstrating its meaning for group members. Have the group members guess what word it is and give reasons for their answers.

E L L

Explain Usage When discussing the word *responsible*, point out to children that it can be followed by the word *for*. Model for children sentences that include the phrase, such as *A doctor is responsible for helping sick people. I am responsible for cooking dinner.* Ask children to repeat each sentence after you. Encourage volunteers to complete the sentence starter *I am responsible for* ____.

Phonemic Awareness

Objective

To segment words into sounds

MONITOR PROGRESS

Phonemic Awareness After small-group instruction, are children able to segment words into sounds?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Additional Practice

Routine Card 8

Use *Routine Card 8* to model for children how to break a word into its individual sounds. Say: ***Duck.* I hear three sounds in *duck*: /d/ /u/ /k/.** Then ask: **What sound does a duck make?** Call on a volunteer to answer. Work with children to segment the word *quack* into its sounds. Use the same procedure to have children segment other animal names and their sounds, such as *cow/moo, dog/woof,* and *cat/meow.* You may want children to take turns saying and listening to the sounds on *Phoneme Phone* and looking in the mirror to see what their mouth looks like as they say each sound or word.

ON-LEVEL REINFORCE

Additional Practice

Remind children how to segment a word into its individual sounds. Then display unlabeled *Photo Card dog* and ask children to identify it. Ask: **Who can tell me the sounds you hear in *dog*?** Call on a child to respond. Place unlabeled *Photo Cards bus, fox, hat, hill, man, pig, sun,* and *yak* in a pile. Call on children one at a time to choose a card, name the picture, and say the sounds in the word.

ADVANCED EXTEND

Segment Words

Call on a child to choose and name a classroom object. Ask the child to segment the word into its sounds. Have the group say the word. Continue until children have had several turns to practice segmenting words.

Phonics

Objective

To practice and apply knowledge of short vowel e *and phonograms* -et *and* -eg

BELOW-LEVEL RETEACH

Discriminate Letters/Blend Words

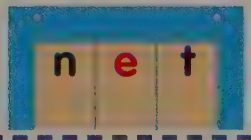
Routine Card 12 Routine Card 13

Reintroduce /e/*e*, /t/*t*, and /g/*g* using *Routine Card 12*. Then hold up a variety of *Alphabet Cards*, including the *e*, *t*, and *g* cards, at random and have children name the letter each time. Once children can easily recognize the letters, use *Routine Card 13* to help them practice blending and reading words with the phonograms *-et* and *-eg*. Use words such as *get*, *vet*, and *leg*.

ON-LEVEL REINFORCE

Build Words

Build the words *net*, *let*, *set*, and *peg*, one at a time, in the pocket chart. Have children read each word. Write the words on the board. Then have children write in their notebook a sentence using one of the words.



ADVANCED EXTEND

Build Words

Ask a volunteer to build in a pocket chart a word that ends with *-et* or *-eg*. The child can call on a group member to read the word. Have the second child change one letter in the word and read the new word. Continue until all children have had a turn. Then have children begin the activity again, using a different *-et* or *-eg* word.

MONITOR PROGRESS

Phonics After small-group instruction, are children able to blend and read words with the phonograms *-et* and *-eg*?

If not, provide additional small-group practice with the sounds. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

High-Frequency Words

Objective

To read high-frequency words

ELL

Model usage of the words with sentences such as the following:

She can sing.

She can see me.

This soup is good.

I have a good dog.

MONITOR PROGRESS

High-Frequency Words After small-group instruction, are children able to recognize and read the words *she* and *good*?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Match Words

Routine Card 16

Reintroduce the words *she* and *good* using *Routine Card 16*. Then hold up several *High-Frequency Word Cards*, including one for *she*, at random. Have children say the word *she* when they see it and shake their head "no" when they see other words. Repeat with the *High-Frequency Word Card* for *good*.

she good

ON-LEVEL REINFORCE

Rapid Word Naming

Hold up *High-Frequency Word Card she*, and have children read the word. Hold up the card for *good*, and have children read it. Then randomly display cards showing *she*, *good*, and other words children have already learned, having them name each word. Finally, ask children to write each word on the board, on chart paper, or in their notebook.

ADVANCED EXTEND

Generate Sentences

Display *High-Frequency Word Cards she* and *good* and several cards for words from previous lessons. Have children make up sentences that use *she* or *good* and at least one of the other words. Record the sentences on chart paper, and have children take turns reading the sentences aloud.

Comprehension

Main Idea

Objective
To identify the main idea of a story

BELOW-LEVEL RETEACH

Apply to Books

Review with children that the main idea of a story is what the story is mostly about. Display familiar books such as the *Big Books What Will the Weather Be Like Today?* and *Chugga-Chugga Choo-Choo* or the *Library Books The Little Red Hen and The Ear of Wheat* and *Pet Show!* For the first book, page through it and identify the main idea, telling children how you know. Then page through the other books, and have children tell the main idea of each one.

ON-LEVEL REINFORCE

Identify Main Idea

Remind children that the main idea of a story is what a story is mostly about. Display the cover of the *Big Book Everybody Works* and read it aloud. As you page through the book, ask children to identify the different jobs that are shown. Then ask: **What is this book mostly about?** Help children understand that the title, the words, and the pictures all give clues about the main idea.

ADVANCED EXTEND

Identify Main Idea

Choose a story to read to children. Cover up the title and picture on the cover of the book. Tell children you will read the story and then they will think of a good title for the story and draw a picture for the cover. After reading, discuss what the story is mostly about. Have children share their titles for the story. Write their ideas on chart paper. Then have them choose a title and draw a picture for the cover.

E L L

Clarify Meaning Show children nonfiction picture books that focus on one topic, such as numbers, letters, animals, weather, or transportation. Call attention to the title and cover illustration of the first book. Page through the book and identify the pictures for children. Then encourage them to complete the sentence starter, **This book is mostly about ____.** Repeat with the other books.

MONITOR PROGRESS

After small-group instruction, are children able to identify the main idea of a story?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

Robust Vocabulary

Objective

To review robust vocabulary

REVIEW

Robust Vocabulary

appreciate	**lush**
grace	**marvelous**
host	**constantly**

MONITOR PROGRESS

After small-group instruction, are children able to use and understand the robust vocabulary words?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Reintroduce the Words

Routine Card 15

Use *Routine Card 15* to reintroduce all six words to children. Review the Student-Friendly Explanations until children are familiar with the words. Then ask questions such as the following to check for understanding. Be sure children explain their answer each time.

appreciate I appreciate it when people make me feel good. Which of these things would you appreciate: someone helping you put blocks away or someone knocking over a block tower you made?

grace Watch how I can walk with grace. Who can show me how they can walk with grace?

host I have hosted birthday parties for my friends. What kind of party could we host in our classroom? What would we do to host the party?

lush (Show a picture of a lush jungle and a desert.) Which of these pictures shows a lush place? What makes it lush?

marvelous Name a marvelous book you have read or listened to. What makes the story so marvelous?

constantly Which of these things do you do constantly, sleep or breathe?

ON-LEVEL REINFORCE

Apply Word Knowledge

Review the Student-Friendly explanation for each word, and then give an illustrative example of it. Then discuss each word, and ask children to demonstrate the meanings of the words by doing things such as the following:

- Act out hosting a party by serving cake and punch.
- Pretend to admire flowers in a lush garden.
- Tell what you would say to show your appreciation to a school worker.
- Hum constantly for one minute.
- Pretend to watch marvelous fireworks.
- Act out ice skating with grace.

ELL

Nonverbal Responses Gauge children's understanding of the words by having them respond nonverbally. For example, have them act out walking with grace or use facial expressions to show how they would look if they saw something marvelous.

ADVANCED EXTEND

Act Out Words

Review for children the Student-Friendly Explanations, and have children repeat each word. Then assign partners. Whisper one of the words to each pair of children. Give them time to think of a way to act out or demonstrate the word for others to guess. If some pairs act out the same word, invite them to compare their ideas about how to show its meaning.

Phonemic Awareness

Objective

To segment words into sounds

MONITOR PROGRESS

Phonemic Awareness After small-group instruction, are children able to segment words into phonemes?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Additional Practice

Routine Card 8

Use *Routine Card 8* to show children how to segment a word into its individual sounds. Then ask children to pantomime digging with a shovel. Have them say the word *dig*. Then model for children how to break the word *dig* into its individual sounds. Say: ***Dig.* I hear three sounds in *dig*: /d/ /i/ /g/.** Then have children take turns saying and listening to the individual sounds and then the whole word on the *Phoneme Phone*. Follow the same procedure using action words such as *pet, tug, mop, mix, lock, hug,* and *fish*.

ON-LEVEL REINFORCE

Additional Practice

Remind children how to segment a word into sounds. Then place *Photo Cards box, cat, duck, pan, sun,* and *van* face down on the table. Have children take turns choosing a card, naming the picture, and saying the sounds in the word.

ADVANCED EXTEND

Count Sounds

Tell children that you will say some words and you want them to count how many sounds are in each word. Have them raise their hand when they know the answer. Use words such as the following: *fox, mess, plate, bus, fast, tag,* and *tent*.

Phonics

Objective

To practice and apply knowledge of consonants /y/y and /z/z

BELOW-LEVEL RETEACH

Discriminate Letters/Blend Words

Routine Card 12 Routine Card 13 Reintroduce /y/*y* using *Routine Card 12* and *Sound/Spelling Card Yy*. Then hold up a variety of *Alphabet Cards*, including the *y* card, at random, and have children name the letter each time. Hold up unlabeled *Photo Cards deer, yarn, yak, pencil, yo-yo,* and *iguana*. Have children say each picture name and identify the words that begin with /y/.

Then use *Routine Card 13* to help children blend and read words. Use words such as *yam, yell,* and *yes*.

ON-LEVEL REINFORCE

Word Building

Build the words *yes, yet,* and *yam*, one at a time, in the pocket chart. Have children read each word. Write the words on the board. Then have children write a sentence for each word.

ADVANCED EXTEND

Letter Switch

Build the word *yak* in the pocket chart, and ask a child to read the word. Then ask children what word they would make if they replaced *k* with *m*. Repeat for the following word pairs: *yet/yes, zip/zap, zig/zag*. Ask children to choose one *y* word and one *z* word from the activity and write a sentence for each word.

MONITOR PROGRESS

Phonics After small-group instruction, are children able to identify the letters *y* and *z* and to blend and read words with /y/*y* and /z/*z*?

If not, provide additional small-group practice with the letters and sounds. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

High-Frequency Words

Objective

To read high-frequency words

E L L

Model usage of some of the words with sentences such as the following:

The birds are up in the tree.

They want the bus to come.

She will brush her teeth.

We want this good ice cream.

MONITOR PROGRESS

High-Frequency Words After small-group instruction, are children able to recognize and read the high-frequency words?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Match Words

Routine Card 16

Reintroduce the words *up, down, we, want, out, who, are, they, she,* and *good* using *Routine Card 16*. Write the words on self-stick notes and distribute to children. Then write the following sentences on chart paper.

We are in Kindergarten.
She can go up and down on a swing.
Who will go out after lunch?
We want these good cookies!

Read the sentences aloud, tracking the print. Reread the first sentence and call on a child who has the word *we* to place the self-stick note over the word *We* in the sentence. Continue the process for the remaining words and sentences.

ON-LEVEL REINFORCE

Rapid Word Naming

Hold up *High-Frequency Word Cards up, down, we, want, out, who, are, they, she,* and *good*, and have children read each word. Then randomly display the cards, having children name each word. Finally, ask children to write five of the words in their notebook.

ADVANCED EXTEND

Name Words

Display *High-Frequency Word Cards up, down, we, want, out, who, are, they, she,* and *good,* and have children read each word. Tell children you will spell one of the words and as soon as they know the word, they should raise a hand. Call on volunteers to name the words and use them in sentences.

Comprehension

Characters

Objective

To name and discuss a story's characters

BELOW-LEVEL RETEACH

Identify Characters

Review with children that the characters in a story are the people or animals that the story is about. Remind them that they can use the words and pictures to help them name characters. Then display some familiar books, such as the *Big Books Mrs. Wishy-Washy's Farm* and *I'm a Jolly Farmer* or the *Library Books The Most Perfect Spot* and *Zara's Hats*. As you display each book, ask children to name the characters in the story.

ON-LEVEL REINFORCE

Identify Characters

Remind children that the people or animals in a story are called the story's characters. Recall with children the *Read-Aloud Anthology* story "Caps for Sale." Ask children to name the characters. Point out that the story has a human character and some animal characters. Make a two-column chart on the board and list the characters under the headings *People* and *Animals*. Then review other familiar books, having children name the characters and adding them to the appropriate column of the chart.

ADVANCED EXTEND

Create a Story Character

Review the concept of story characters. Ask children to name a favorite story character and tell what they like about that character. Then have them think about a character they would like to write a story about. Have them draw the character. Invite volunteers to share their pictures and tell about their character, including what the character is like, and what might happen to the character in a story.

E L L

Clarify Meaning Provide pairs of children with a familiar *Library Book*. Ask partners to point to and then name the characters they see in the pictures. If children cannot name the characters they point to, say the character names and have children repeat them. Continue the activity by giving a new book to each pair.

MONITOR PROGRESS

After small-group instruction, are children able to name the characters in a story?

If not, provide additional small-group practice with the skill. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

Robust Vocabulary

Objective

To review robust vocabulary

protecting	appreciate
volunteer	grace
responsible	host
adore	lush
melancholy	marvelous
exquisite	constantly

MONITOR PROGRESS

After small-group instruction, are children able to use and understand the robust vocabulary words?

If not, provide additional small-group practice with the words. See the *Strategic Intervention Resource Kit* for additional support.

Strategic Intervention Resource Kit ▶

BELOW-LEVEL RETEACH

Reintroduce the Words

Routine Card 15

Use *Routine Card 15* to reintroduce some or all of the words to children. Review the Student-Friendly Explanations until children are familiar with the words.

Children can show their understanding of some words by acting them out. Words such as *protecting, adore, melancholy, grace,* and *constantly* lend themselves to this activity. Other words can be addressed with open-ended questions such as the following:

appreciate	Would you appreciate someone who helped you with your homework? Why?
volunteer	Who is a volunteer at our school? Who has someone in their family who is a volunteer? Tell us what he or she does.
marvelous	Which of these things would be marvelous: flying in an airplane, taking a bath, getting a new pet?
exquisite/lush	Imagine that you see an exquisite butterfly in a lush flower garden. What might the butterfly look like? What might the garden look like?

ON-LEVEL REINFORCE

Apply Word Knowledge

Review for children the Student-Friendly Explanation for each word, and have children repeat the word each time. Then offer children a choice between two of the words at a time. A volunteer chooses a word and uses it in a sentence. Continue until children have all had at least one turn.

ADVANCED EXTEND

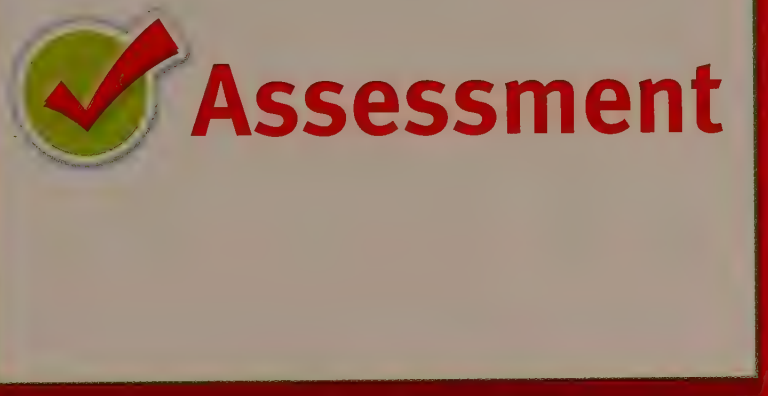
Draw Pictures

Review for children the Student-Friendly Explanation for each word, and have children repeat the word each time. Then ask children to choose one of the words and draw a picture to show its meaning. Children can write the word on the back of the picture. Have them take turns displaying their picture and describing it without saying the word. Have the group guess the word, and tell how they know.

E L L

Physical Responses Gauge children's understanding of the words by allowing them to respond physically to the questions. For example, let them pretend to protect someone, pantomime events they consider marvelous, or act out hosting a cookout.

Teacher's Notes


Assessment

Assessment

Good assessments tell you what your students need to learn to meet grade-level standards.

It's not just about scoring the students—or the teacher, for that matter. It's about helping teachers **know what to teach and how much.**

Reading education is a **growing science.** We know more about how children learn to read than we did in the past. This **knowledge gives us the power** to use assessment to inform instruction. Assessment exposes the missing skills so that teachers can fill in the gaps.

Good assessment is part of instruction.

Think about it: if you are testing what you are teaching, then the test is another **practice and application** opportunity for children. In addition, when tests focus on the skills that are essential to better reading, testing informs teachers about which students need more instruction in those essential skills.

What is the best kind of assessment to use?

Using more than one kind of assessment will give you the clearest picture of your students' progress. **Multiple measures** are the key to a well-rounded view.

First, consider the assessments that are already **mandated** for you: your school, your district, and your state will, of course, tell you which tests you must use, and when. In addition to these, you should use **curriculum-based assessments** to monitor your students' progress in *StoryTown*.

"RESEARCH SAYS"

"Every teacher's primary concern is helping students learn. . . . Teachers are primarily interested in the kind of information that will support the daily instructional decisions they need to make."

—Roger Farr

The following curriculum-based assessments are built into *StoryTown*.

- **Benchmark Tests** Three times a year, get the big picture on where students stand in relation to the standards.
- **Theme Tests** At the end of each theme, or book at Grade 1, assess students' mastery of the standards you have been teaching.

On a daily basis, point-of-use **Monitor Progress** notes help you check understanding and reteach or extend instruction. Additional checklists and rubrics are provided to help you monitor students' comprehension, writing, listening, and speaking.

Theme 7 Test

Tested Skills	Prescriptions
Phonemic Awareness	Small-Group Instruction, pp. S2, S8, S14
Phonics	Small-Group Instruction, pp. S3, S9, S15
High-Frequency Words	Small-Group Instruction, pp. S4, S10, S16
Comprehension	Small-Group Instruction, p. S17

BELOW-LEVEL RETEACH

- Below-Level Leveled Readers
- Leveled Readers System
- Extra Support Copying Masters
- Strategic Intervention Resource Kit
- Intervention Station, Primary

ON-LEVEL REINFORCE

- On-Level Leveled Readers
- Leveled Readers System
- Practice Book

ADVANCED EXTEND

- Advanced Leveled Readers
- Leveled Readers System
- Challenge Student Activities
- Challenge Resource Kit

To determine whether children need even more support, use your district-approved diagnostic and screening assessments.

Theme 8 Test

Tested Skills	Prescriptions
Phonemic Awareness	Small-Group Instruction, pp. S20, S26, S32
Phonics	Small-Group Instruction, pp. S21, S27, S33
High-Frequency Words	Small-Group Instruction, pp. S22, S28, S34

BELOW-LEVEL RETEACH

- Below-Level Leveled Readers
- Leveled Readers System
- Extra Support Copying Masters
- Strategic Intervention Resource Kit
- Intervention Station, Primary

ON-LEVEL REINFORCE

- On-Level Leveled Readers
- Leveled Readers System
- Practice Book

ADVANCED EXTEND

- Advanced Leveled Readers
- Leveled Readers System
- Challenge Student Activities
- Challenge Resource Kit

To determine whether children need even more support, use your district-approved diagnostic and screening assessments.

Teacher's Notes

Resources

ADDITIONAL RESOURCES

Correlating Your Themes R2

Story-by-Story Word Lists R3

Cumulative Word List R4

Phonics Sequence and High-Frequency Words R5

Handwriting Instruction and Models R8

Professional Bibliography R14

Program Reviewers & Advisors R16

Scope and Sequence R18

Index R26

Acknowledgments R59

Correlating Your Themes

Theme	Big Books	Library Books	Pre-decodable/ Decodable Books	Read-Aloud Anthology
Animals/Pets	*What a Treasure!*	*The Most Perfect Spot* *Pet Show!*	*The Bad Leg* *A Big Mess* *Fix It Up* *Get the Bell* *Get Wet* *If You Want a Pet* *Who Has a Pet?* *Zip the Bag*	*Caps for Sale* *Chicken Chickens Go to School* *The Crow and the Pitcher* *Elmer* *How Chipmunk Got His Stripes* *How Many Spots Does a Leopard Have?* *How Tortoise Grew a Tail* *Johnny and the Three Goats* *Millie and the Mud Hole* *The Three Billy Goats Gruff* *The Three Little Pigs* *The Town Mouse and the Country Mouse* *Who Will Tuck Me In Tonight?*
Bears			*Get the Bell*	
Careers	*Everybody Works* *My Teacher Can Teach...Anyone!*	*Bravo, Maurice!* *Zara's Hats*	*The Bad Leg* *If You Want a Pet*	*Caps for Sale* *Pig Pig Gets a Job*
Day and Night	*Swing High, Swing Low*			*Hello, Sun!* *How Chipmunk Got His Stripes* *Who Will Tuck Me In Tonight?*
Families	*Swing High, Swing Low* *What a Treasure!*	*Bravo, Maurice!* *The Most Perfect Spot* *Pet Show!* *Zara's Hats*	*The Bad Leg* *If You Want a Pet* *Mom Can Go* *Zip the Bag*	*New Shoes for Silvia* *Pig Pig Gets a Job* *The Three Billy Goats Gruff* *The Three Little Pigs* *The Town Mouse and the Country Mouse* *Who Will Tuck Me In Tonight?*
Farms				*Johnny and the Three Goats* *Millie and the Mud Hole* *Who Will Tuck Me In Tonight?*
Feelings	*What a Treasure!*	*Bravo, Maurice!* *The Most Perfect Spot* *Pet Show!* *Zara's Hats*	*The Bad Leg* *A Big Mess* *Get the Bell* *Van in a Jam* *Will Ron Fix His Rig?*	*Anna's Secret Friend* *Chicken Chickens Go to School* *Elmer* *How Tortoise Grew a Tail* *Tucker's Four-Carrot School Day* *Who Will Tuck Me In Tonight?*
Food		*The Most Perfect Spot*	*If You Want a Pet* *Who Is It?*	*The Three Billy Goats Gruff*
Friendship	*What a Treasure!*	*Pet Show!*	*Fix It Up* *Get the Bell* *Get Wet* *Who Has a Pet?* *Who Is It?* *Will Ron Fix His Rig?*	*Anna's Secret Friend* *Chicken Chickens Go to School* *Elmer* *How Tortoise Grew a Tail* *The Snug Little House* *Tucker's Four-Carrot School Day*
Games/Play	*My Teacher Can Teach...Anyone!* *Swing High, Swing Low*	*The Most Perfect Spot*	*Get Wet* *Who Has a Pet?* *Will Ron Fix His Rig?*	*Anna's Secret Friend* *Caps for Sale* *The Gingerbread Man* *Hello, Sun!* *Millie and the Mud Hole*
Garden/Plants		*Bravo, Maurice!*	*Fix It Up*	
Helping/ Cooperation	*Everybody Works*	*Bravo, Maurice!* *Pet Show!* *Zara's Hats*	*Fix It Up* *Get the Bell* *Who Is It?* *Will Ron Fix His Rig?*	*Chicken Chickens Go to School* *How Many Spots Does a Leopard Have?* *Johnny and the Three Goats* *Millie and the Mud Hole* *Pig Pig Gets a Job*
Human Body			*Who Is It?*	*New Shoes for Silvia*
Imagination	*My Teacher Can Teach...Anyone!*	*Zara's Hats*		*Mille and the Mud Hole* *New Shoes for Silvia*
Neighborhoods	*Everybody Works* *Swing High, Swing Low* *What a Treasure!*	*Bravo, Maurice!* *The Most Perfect Spot* *Pet Show!* *Zara's Hats*	*If You Want a Pet* *Mom Can Go* *Van in a Jam* *Will Ron Fix His Rig?*	*Anna's Secret Friend* *New Shoes for Silvia* *The Snug Little House* *The Town Mouse and the Country Mouse*
School	*My Teacher Can Teach...Anyone!* *Swing High, Swing Low*			*Chicken Chickens Go to School* *Tucker's Four-Carrot School Day*
Seasons				*How Chipmunk Got His Stripes*
Special Me	*My Teacher Can Teach...Anyone!*	*Bravo, Maurice!* *Zara's Hats*		*Elmer* *How Many Spots Does a Leopard Have?* *New Shoes for Silvia* *Pig Pig Gets a Job* *The Snug Little House*
Travel		*Bravo, Maurice!* *Zara's Hats*	*Van in a Jam* *Zip the Bag*	*The Three Little Pigs* *The Town Mouse and the Country Mouse*
Weather		*The Most Perfect Spot*		*The Crow and the Pitcher* *Hello, Sun!*

Story-by-Story Word Lists

The following words appear in the *Decodable Books* in Themes 7–8. High-Frequency Words are followed by an asterisk. All other words listed are decodable. Words appearing for the first time in that story are in red.

Fix It Up

box
can
dab
down*
fill
fit
fix
for*
Fox
get
it
mix
Ram
tap
the*
up*
will

Will Ron Fix His Rig?

a
Al
can
Dan
down*
fix
go*
has
he*
his
it
kit
not
rig
Ron
the*
to*
up*
will

If You Want a Pet

a
bag
big
can
cat
Deb
dog
fed
get
has
his
if
in
Ken
pet
Sam
sell
tan
to*
want*
we*
wet
you*

Get Wet

can
Deb
get
I
in
Jed
Meg
not
Rex
to*
want*
we*
wet
will
you*

Who Is It?

bed
Ben
can
come*
get
his
I
in
is
it
Nan
not
out*
sip
tap
well
who*
will
you*

Who Has a Pet?

a
at
beg
Ben
big
box
can
cat
dog
has
hen
his
hop
in
is
it
look*
nap
Ned
out*
pet
pig
red
Ross
Sam
sit
Tess
Tom
who*
will

A Big Mess

a
are*
big
box
got
has
hid
in
is
Jill
job
mad
mess
net
not
on
Pig
sit
the*
they*
van
wet
will

Van in a Jam

a
are*
at
big
can
get
go*
has
hot
in
is
it
jam
Jan
Jen
job
look*
mad
map
not
the*
they*
van
Vic
will

The Bad Leg

a
bad
can
Dad
fix
get
good*
has
hop
is
it
jet
leg
Meg
Mom
not
sad
she*
the*
vet
will

Get the Bell

a
bell
box
can
Ed
fell
get
go*
good*
got
had
here*
in
is
it
job
Meg
not
Peg
see*
she*
the*
well

Mom Can Go

a
bag
box
can
for*
get
go*
good*
got
has
hat
he*
him
I
is
it
let
like*
lot
man
me*
Mom
mop
out*
sell
she*
the*
to*
we*
yam
Zeb

Zip the Bag

a
bag
bat
big
can
do*
fit
for*
get
go*
has
his
in
is
it
jet
look*
mitt
Mom
not
on
out*
the*
they*
Todd
up*
will
yell
Yip
zip

Key:

* High-Frequency Word in Volume 4

red Word appears for the first time in Volume 4

normal type Decodable Word

Cumulative Word List: Themes 1–8

The following words appear in the *Pre-decodable Books* and *Decodable Books* in Themes 1–8. High-Frequency Words are followed by an asterisk. All other words listed are decodable. Words appearing for the first time in this volume are in red.

a
add
Al
am
are*
at
bad
bag
bat
bed
beg
bell
Ben
big
Bill
Bob
box
can
cap
cat
come*
dab
Dad
Dan
Deb
did
dig
do*
dog
Dot
down*
Ed
fan
fed
fell
fill
fit
fix
for*
fox
gas
get
go*
good*
got
had
Hal
ham
Han
has
hat
he*
hen
here*
hid
hill
him
his
hiss
hit
hop
hot
I
if
in
is
it
jam
Jan
Jed
Jen
jet
Jill
job
Ken
Kim
kit
leg
let
like*
Lil
look*
lot
mad
man
map
Max
me*
Meg
mess
mitt
mix
Mom
mop
my*
Nan
nap
Nat
Ned
net
not
on
one*
out*
Pal
Pam
pan
pat
Peg
pet
pig
pin
pop
pot
Ram
ran
red
Rex
rig
rip
rod
Ron
Ross
sad
Sam
sat
see*
sell
she*
Sid
sip
sit
tan
tap
Tess
the*
they*
this*
Tim
to*
Todd
Tom
top
toss
two*
up*
van
vet
Vic
want*
we*
well
wet
what*
where*
who*
will
yam
yell
Yip
you*
Zeb
zip

Key:
* High-Frequency Word
red Word appears for the first time in Volume 4
normal type Decodable Word

Phonics Sequence and High-Frequency Words

THEME 1: All About Me

Phonics Skills Consonant /m/*m*, Consonant /s/*s*, Consonant /r/*r*, Consonant /t/*t*

High-Frequency Words *I*, *a*, *my*

Pre-decodable Book 1
I Can

Pre-decodable Book 2
A Farm

Pre-decodable Book 3
My Room

THEME 2: Families

Phonics Skills Consonant /n/*n*, Consonant /p/*p*, Consonant /k/*c*, Short Vowel /a/*a*

High-Frequency Words *the*, *go*

Pre-decodable Book 4
The Park

Pre-decodable Book 5
I Go

Pre-decodable Book 6
My Dog

THEME 3: Friends at School

Phonics Skills Consonant /d/*d*

High-Frequency Words *to*, *like*, *he*

Pre-decodable Book 7
Can I Go?

Pre-decodable Book 8
My Dad

Pre-decodable Book 9
Dan Can Build

THEME 4: On the Farm

Phonics Skills Short Vowel /i/*i*, Consonant /g/*g*, Consonant /f/*f*

High-Frequency Words *come*, *here*, *this*

Pre-decodable Book 10
Come In

Pre-decodable Book 11
This Rig

Pre-decodable Book 12
Rip

THEME 5: Whatever the Weather

Phonics Skills Consonant /b/*b*, Consonant /k/*k*, Short Vowel /o/*o*

High-Frequency Words *me*, *for*, *where*, *do*, *you*, *look*

Pre-decodable Book 13
Birthday Map

Pre-decodable Book 14
Kim Can Do It

Pre-decodable Book 15
Look at Me

Phonics Sequence and High-Frequency Words *continued*

THEME 6: Let's Play

Phonics Skills Consonant /l/*l*, Consonant /h/*h*, Consonant /w/*w*, Consonant /ks/*x*

High-Frequency Words *one, see, what, two*

Decodable Book 1
Pal Has Ham

Decodable Book 2
Bob Hid It

Decodable Book 3
Pop Got a Hit

Decodable Book 4
What Can Two Do?

Decodable Book 5
What Will Dad See?

Decodable Book 6
Where Will Max Sit?

THEME 7: In the Neighborhood

Phonics Skills Short Vowel /e/*e*

High-Frequency Words *up, down, we, want, out, who*

Decodable Book 7
Fix It Up

Decodable Book 8
Will Ron Fix His Rig?

Decodable Book 9
If You Want a Pet

Decodable Book 10
Get Wet

Decodable Book 11
Who Is It?

Decodable Book 12
Who Has a Pet?

THEME 8: Jobs People Do

Phonics Skills Consonant /v/*v*, Consonant /j/*j*, Consonant /y/*y*, Consonant /z/*z*

High-Frequency Words *are, they, she, good*

Decodable Book 13
A Big Mess

Decodable Book 14
Van in a Jam

Decodable Book 15
The Bad Leg

Decodable Book 16
Get the Bell

Decodable Book 17
Mom Can Go

Decodable Book 18
Zip the Bag

THEME 9:
Animals All Around

Phonics Skills Short Vowel /u/*u*, Consonant /kw/*q*

High-Frequency Words *and, there, give, little, that, have*

Decodable Book 19
Yum, Yum, Yum

Decodable Book 20
Is It the Bus?

Decodable Book 21
Dog Fun

Decodable Book 22
A Hat to Fit Bun

Decodable Book 23
Rev It Up, Kim

Decodable Book 24
They Will Not Quit

THEME 10:
On the Go

Phonics Skills Short Vowels *a, e, i, o, u* (review)

High-Frequency Words (review)

Decodable Book 25
A Bug Can

Decodable Book 26
Up On Top

Decodable Book 27
Is It Like Us?

Decodable Book 28
Cub and Fox

Decodable Book 29
Will Mel Go?

Decodable Book 30
My Pup Jed

Handwriting

Individual children come to Kindergarten at various stages of readiness for handwriting, but they all have the desire to communicate effectively. To learn correct letter formation, they must be familiar with concepts of

- **position (top, middle, bottom; on, above, below).**
- **size (tall, short).**
- **direction (left, right; up, down; over, around, across).**
- **order (first, next, then, last).**
- **same and different.**
- **spacing.**

The lessons in *StoryTown* build on these concepts in both formal and informal handwriting lessons so that children develop the skills they need to become independent writers. To assess children's handwriting skills, have them write various capital and lowercase letters of the alphabet. Note whether children use correct formation, appropriate size, and spacing.

Stroke and Letter Formation

The shape and formation of letters taught in *StoryTown* are based on the way experienced writers write their letters. Most are formed with a continuous stroke, so children do not often pick up their pencils when writing a single letter. Letter formation is simplified through the use of "letter talk"—an oral description of how the letter is formed. Models for manuscript and D'Nealian Handwriting are used in this program to support different writing systems.

Learning Modes

A visual, kinesthetic, tactile, and auditory approach to handwriting is used throughout *StoryTown*. To help children internalize letter forms, each letter is taught in the context of how it looks, the sound it stands for, and how it is formed.

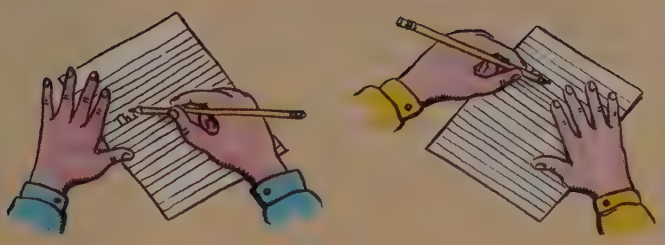
Position for Writing

Establishing the correct posture, pencil grip, and paper position for writing will help prevent handwriting problems later on.

Posture Children should sit with both feet on the floor and with hips to the back of the chair. They can lean forward slightly but should not slouch. The writing surface should be smooth and flat and at a height that allows the upper arms to be perpendicular to the surface and the elbows to be under the shoulders.

Writing Instrument An adult-sized number-two lead pencil is a satisfactory writing tool for most children. However, use your judgment in determining what type of instrument is most suitable for a child, given his or her level of development.

Hand Dominance To determine each child's hand dominance, observe him or her at play and note which hand is the preferred hand. Watching the child turn a doorknob, roll a ball, build a block tower, or turn the pages in a book will help you note hand dominance.



Paper Position and Pencil Grip The paper is slanted along the line of the child's writing arm, and the child uses his or her nonwriting hand to hold the paper in place. The child holds the pencil slightly above the paint line—about 1 inch from the lead tip.

Reaching All Learners

The best instruction builds on what children already know and can do. Given the tremendous range in children's experience with writing materials prior to Kindergarten, a variety of approaches will be needed. Throughout *StoryTown*, viable alternatives are suggested for reaching all learners.

Extra Support For children with limited print concepts, one of the first and most important understandings is that print carries meaning and that writing has real purpose. Provide many opportunities for writing in natural settings. For example, children can

- **make a class directory listing names and phone numbers of their classmates.**
- **record observations in science.**
- **write and illustrate labels for art materials.**
- **draw and label maps, pictures, graphs, and picture dictionaries.**

ELL English-Language Learners can also participate in meaningful print experiences. They can

- **write signs, name tags, and messages.**
- **label pictures.**
- **join in shared writing experiences.**

Challenge To ensure the continued rapid advancement as confident writers, provide

- **exposure to a wide range of reading materials.**
- **opportunities for independent writing on self-selected and assigned topics.**
- **explicit instruction in print conventions (punctuation, use of capital letters).**
- **introduce simple editing marks and encourage children to proofread and edit their own work.**

The handwriting strand in *StoryTown* teaches correct letter formation and spacing and provides a variety of opportunities to help children become fluent, confident writers. Materials and activities include

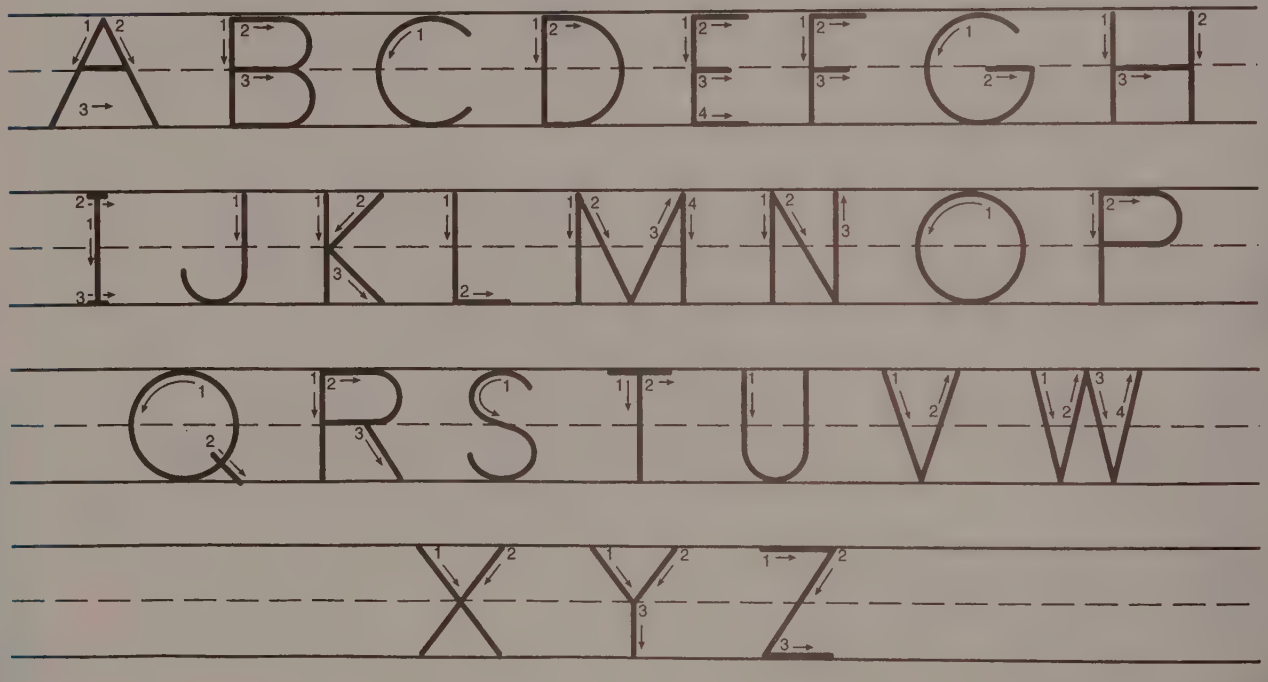
- **handwriting activities in the Teacher Edition.**
- **reproducible models for manuscript and D'Nealian Handwriting.**
- ***Write-on/Wipe-off Boards***
- ***Tactile Letter Cards***
- ***Magnetic Letters*, upper- and lowercase**
- **handwriting practice in *Practice Books* and the *Phonics Practice Book***

A B C D E F G H

I J K L M N O P

Q R S T U V W

X Y Z



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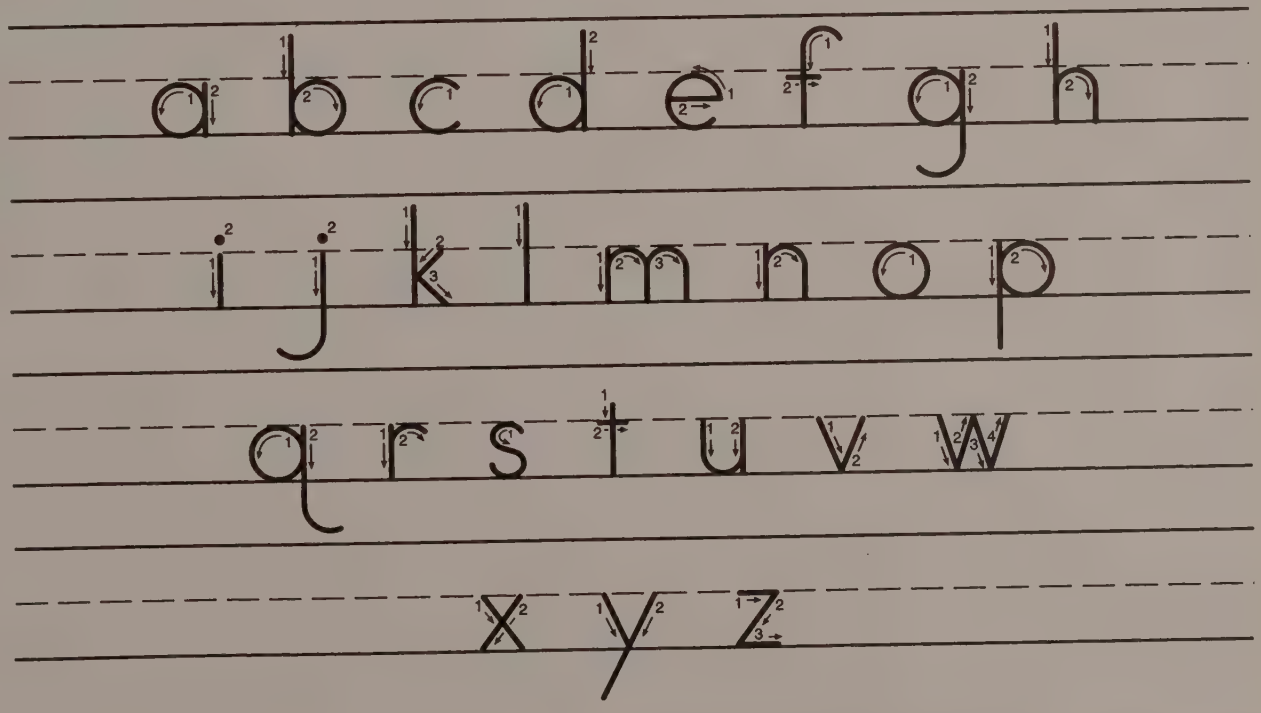
Handwriting Manuscript Alphabet

a b c d e f g h

i j k l m n o p

q r s t u v w

x y z



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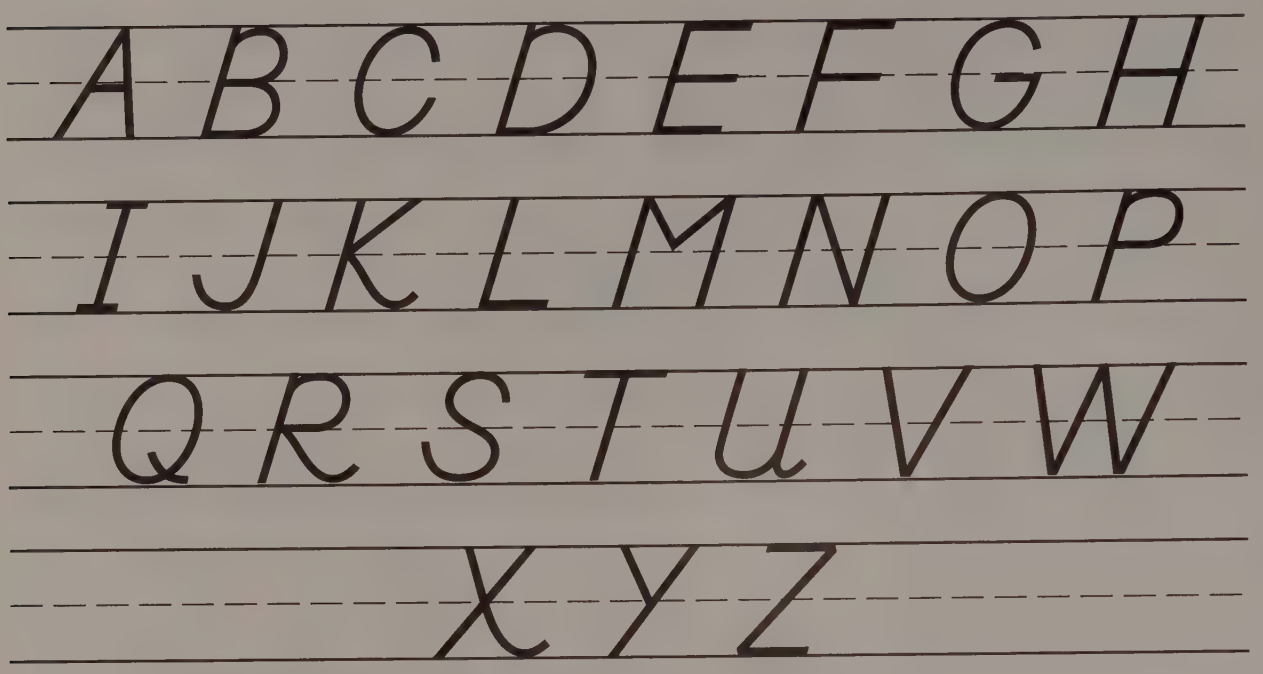
D'Nealian Handwriting Uppercase Alphabet



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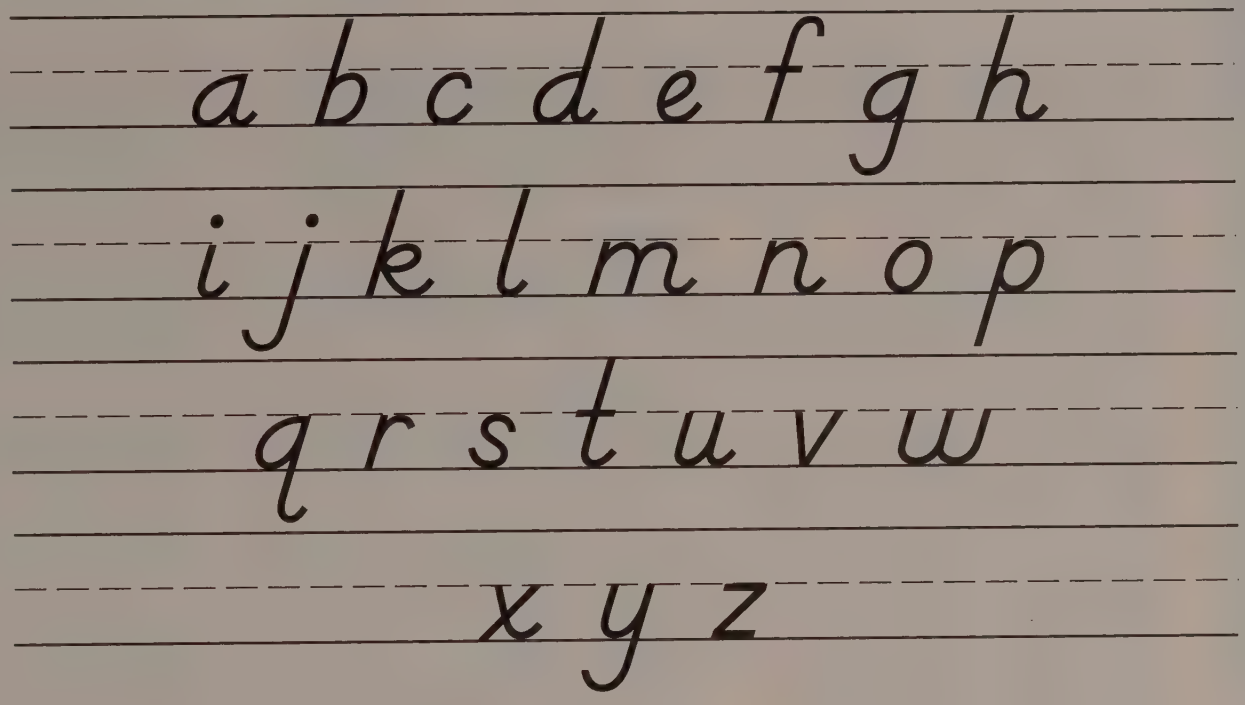
D'Nealian Handwriting — Lowercase Alphabet



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Scope and Sequence

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Reading							
Concepts About Print							
Understand that print provides information							
Understand how print is organized and read							
Know left-to-right and top-to-bottom directionality							
Distinguish letters from words							
Recognize name							
Name and match all uppercase and lowercase letter forms							
Understand the concept of word and construct meaning from shared text, illustrations, graphics, and charts							
Identify letters, words, and sentences							
Recognize that sentences in print are made up of words							
Identify the front cover, back cover, title page, title, and author of a book							
Match oral words to printed words							
Phonemic Awareness							
Understand that spoken words and syllables are made up of sequence of sounds							
Count and track sounds in a syllable, syllables in words, and words in sentences							
Know the sounds of letters							
Track and represent the number, sameness, difference, and order of two or more isolated phonemes							
Match, identify, distinguish, and segment sounds in initial, final, and medial position in single-syllable spoken words							
Blend sounds (onset-rhymes/phonemes) to make words or syllables							
Track and represent changes in syllables and words as target sound is added, substituted, omitted, shifted, or repeated							
Distinguish long- and short-vowel sounds in orally stated words							
Identify and produce rhyming words							
Decoding: Phonic Analysis							
Understand and apply the alphabetic principle							
Consonants; single, blends, digraphs in initial, final, medial positions	•	•	•	•			
Vowels: short, long, digraphs, r-controlled, variant, schwa		•	•	•			
Match all consonant and short-vowel sounds to appropriate letters	•	•					
Understand that as letters in words change, so do the sounds	•	•					
Blend vowel-consonant sounds orally to make words or syllables	•	•					
Blend sounds from letters and letter patterns into recognizable words							
Decoding: Structural Analysis							
Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives		•	•	•			
Contractions, abbreviations, and compound words		•	•	•			
Prefixes, suffixes, derivations, and root words			•	•	•	•	•
Greek and Latin roots					•	•	•
Letter, spelling, and syllable patterns							
Phonograms/word families/onset-rimes							
Syllable rules and patterns							
Decoding: Strategies							
Visual cues: sound/symbol relationships, letter patterns, and spelling patterns		•					
Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families		•					
Cross check visual and structural cues to confirm meaning							

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

- *Tested—Assessment Resources: Weekly Lesson Tests, Theme Tests, Benchmark Assessments*

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Word Recognition							
One-syllable and high-frequency words	•	•	•				
Common, irregular sight words	•	•	•				
Common abbreviations			•				
Lesson vocabulary		•	•	•	•	•	•
Fluency							
Read aloud in a manner that sounds like natural speech							
Read aloud accurately and with appropriate intonation and expression		•	•	•	•	•	•
Read aloud narrative and expository text with appropriate pacing, intonation, and expression			•	•	•	•	•
Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns			•	•	•	•	•
Vocabulary and Concept Development							
Academic language							
Classify-categorize		•					
Antonyms			•	•	•	•	
Synonyms			•	•	•	•	
Homographs				•			
Homophones				•			
Multiple-meaning words			•		•	•	•
Figurative and idiomatic language					•		•
Context/context clues			•	•	•	•	•
Content-area words							
Dictionary, glossary, thesaurus			•	•	•		
Foreign words							•
Connotation-denotation							
Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)							
Analogies							
Word structure clues to determine meaning			•	•	•		•
Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words			•	•	•	•	•
Greek and Latin roots, prefixes, suffixes, derivations, and root words					•	•	•
Develop vocabulary							
Listen to and discuss text read aloud							
Read independently							
Use reference books							
Comprehension and Analysis of Text							
Ask/answer questions							
Author's purpose		•	•	•	•	•	
Author's perspective					•	•	
Propaganda/bias							
Background knowledge: prior knowledge and experiences							
Cause-effect		•	•	•	•	•	
Compare-contrast		•	•	•	•	•	•
Details		•	•	•	•	•	•
Directions: one-, two-, multi-step			•	•	•		•
Draw conclusions	•	•			•	•	•
Fact-fiction				•	•	•	

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

- *Tested—Assessment Resources: Weekly Lesson Tests, Theme Tests, Benchmark Assessments*

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Fact-opinion					•	•	
Higher order thinking							
Analyze, critique and evaluate, synthesize, and visualize text and information							
Interpret information from graphic aids			•	•		•	
Locate information			•		•		
Book parts				•	•		
Text features				•	•		
Alphabetical order		•		•			
Main idea: stated/unstated		•			•	•	•
Main idea and supporting details	•	•	•	•	•	•	•
Make generalizations						•	
Make inferences		•	•	•		•	
Make judgments						•	•
Make predictions/predict outcomes	•	•	•	•	•		
Monitor comprehension							
Adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts					•		
Organize information							
Alphabetical order							
Numerical systems/outlines							
Graphic organizers							
Paraphrase/restate facts and details					•	•	
Preview							
Purpose for reading							
Referents							
Retell stories and ideas			•	•			
Sequence		•		•	•	•	•
Summarize			•	•	•	•	•
Text structure							
Narrative text			•	•	•	•	
Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)			•	•	•	•	•
Study Skills							
Follow and give directions			•	•	•		•
Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching							•
Practice test-taking strategies							
Research and Information							
Use resources and references			•		•	•	•
Understand the purpose, structure, and organization of various reference materials							
Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography			•	•	•		
Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals			•	•	•	•	•
Charts, maps, diagrams, time lines, schedules, calendar, graphs, photos			•		•	•	•
Choose reference materials appropriate to research purpose					•	•	•
Viewing/Media							
Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)			•	•			•

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

- *Tested—Assessment Resources: Weekly Lesson Tests, Theme Tests, Benchmark Assessments*

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text							•
Select, organize, and produce visuals to complement and extend meaning							
Use technology or appropriate media to communicate information and ideas							
Use technology or appropriate media to compare ideas, information, and viewpoints							
Compare, contrast, and evaluate print and broadcast media							
Distinguish between fact and opinion							
Evaluate the role of media							
Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture							
Identify persuasive and propaganda techniques used in television and identify false and misleading information							
Summarize main concept and list supporting details and identify biases, stereotypes, and persuasive techniques in a nonprint message							
Support opinions with detailed evidence and with visual or media displays that use appropriate technology							
Literary Response and Analysis							
Genre Characteristics							
Know a variety of literary genres and their basic characteristics			•	•			
Distinguish between fantasy and realistic text							
Distinguish between informational and persuasive texts							
Understand the distinguishing features of literary and nonfiction texts: everyday print materials, poetry, drama, fantasies, fables, myths, legends, and fairy tales			•	•			
Explain the appropriateness of the literary forms chosen by an author for a specific purpose							
Literary Elements							
Plot/Plot Development							
Important events		•	•	•			
Beginning, middle, ending of story	•	•	•	•			
Problem/solution		•	•	•			•
Conflict					•	•	•
Conflict and resolution/causes and effects					•	•	•
Compare and contrast			•	•	•	•	
Character							
Identify	•	•	•				
Identify, describe, compare and contrast			•	•	•		
Relate characters and events							•
Traits, actions, motives				•	•	•	•
Cause for character's actions					•	•	
Character's qualities and effect on plot					•	•	•
Setting							
Identify and describe	•	•	•	•			
Compare and contrast			•	•			•
Relate to problem/resolution							•
Theme							
Theme/essential message				•	•	•	•
Universal themes							•
Mood/Tone							
Identify							•
Compare and contrast							

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

- *Tested— Assessment Resources: Weekly Lesson Tests, Theme Tests, Benchmark Assessments*

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Literary Devices/Author's Craft							
Rhythm, rhyme, pattern, and repetition							•
Alliteration, onomatopoeia, assonance, imagery						•	•
Figurative language (similes, metaphors, idioms, personification, hyperbole)				•	•	•	•
Characterization/character development				•	•	•	•
Dialogue							
Narrator/narration							
Point of view (first-person, third-person, omniscient)						•	•
Informal language (idioms, slang, jargon, dialect)							
Response to Text							
Relate characters and events to own life							
Read to perform a task or learn a new task							
Recollect, talk, and write about books read							
Describe the roles and contributions of authors and illustrators							
Generate alternative endings and identify the reason and impact of the alternatives							
Compare and contrast versions of the same stories that reflect different cultures							
Make connections between information in texts and stories and historical events							
Form ideas about what has been read and use specific information from the text to support these ideas							
Know that the attitudes and values that exist in a time period or culture affect stories and informational articles written during that time period							
Self-Selected Reading							
Select material to read for pleasure							
Read a variety of self-selected and assigned literary and informational texts							
Use knowledge of authors' styles, themes, and genres to choose own reading							
Read literature by authors from various cultural and historical backgrounds							
Cultural Awareness							
Connect information and events in texts to life and life to text experiences							
Compare language, oral traditions, and literature that reflect customs, regions, and cultures							
Identify how language reflects regions and cultures							
View concepts and issues from diverse perspectives							
Recognize the universality of literary themes across cultures and language							
Writing							
Writing Strategies							
Writing process: prewriting, drafting, revising, proofreading, publishing							
Collaborative, shared, timed writing, writing to prompts		•	•	•	•	•	•
Evaluate own and others' writing							
Proofread writing to correct convention errors in mechanics, usage, and punctuation, using handbooks and references as appropriate				•	•	•	•
Organization and Focus							
Use models and traditional structures for writing							
Select a focus, structure, and viewpoint							
Address purpose, audience, length, and format requirements							
Write single- and multiple-paragraph compositions			•	•	•	•	•
Revision Skills							
Correct sentence fragments and run-ons							
Vary sentence structure, word order, and sentence length							
Combine sentences							

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

- *Tested—Assessment Resources: Weekly Lesson Tests, Theme Tests, Benchmark Assessments*

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Improve coherence, unity, consistency, and progression of ideas							
Add, delete, consolidate, clarify, rearrange text							
Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words							
Elaborate: details, examples, dialogue, quotations							
Revise using a rubric							
Penmanship/Handwriting							
Write uppercase and lowercase letters							
Write legibly, using appropriate word and letter spacing							
Write legibly, using spacing, margins, and indention							
Writing Applications							
Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)		•	•	•	•	•	•
Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)		•	•				
Expository writing (comparison-contrast, explanation, directions, speech, how-to article, friendly/business letter, news story, essay, report, invitation)					•	•	•
Persuasive writing (paragraph, essay, letter, ad, poster)					•	•	•
Cross-curricular writing (paragraph, report, poster, list, chart)							
Everyday writing (journal, message, forms, notes, summary, label, caption)							
Written and Oral English Language Conventions							
Sentence Structure							
Types (declarative, interrogative, exclamatory, imperative, interjection)		•	•	•	•	•	•
Structure (simple, compound, complex, compound-complex)		•	•	•	•	•	•
Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)		•	•	•	•	•	•
Direct/indirect object						•	•
Word order		•					
Grammar							
Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)		•	•	•	•	•	•
Verbs (action, helping, linking, transitive, intransitive, regular, irregular; subject-verb agreement)		•	•	•	•	•	•
Verb tenses (present, past, future; present, past, and future perfect)		•	•	•	•	•	•
Participles; infinitives						•	•
Adjectives (common, proper; articles; comparative, superlative)		•	•	•	•	•	•
Adverbs (place, time, manner, degree)				•	•	•	•
Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)		•	•	•	•	•	•
Prepositions; prepositional phrases					•	•	•
Conjunctions					•	•	•
Abbreviations, contractions			•	•	•	•	•
Punctuation							
Period, exclamation point, or question mark at end of sentences		•	•	•	•	•	•
Comma							
Greeting and closure of a letter						•	•
Dates, locations, and addresses						•	•
For items in a series					•	•	•
Direct quotations					•	•	•
Link two clauses with a conjunction in compound sentences					•	•	•
Quotation Marks							
Dialogue, exact words of a speaker				•	•	•	•
Titles of books, stories, poems, magazines					•	•	•

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

- *Tested—Assessment Resources: Weekly Lesson Tests, Theme Tests, Benchmark Assessments*

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Parentheses/dash/hyphen						•	•
Apostrophes in possessive case of nouns and in contractions		•	•	•	•	•	•
Underlining or italics to identify title of documents					•	•	•
Colon							
Separate hours and minutes						•	•
Introduce a list						•	•
After the salutation in business letters						•	•
Semicolons to connect dependent clauses							
Capitalization							
First word of a sentence, names of people, and the pronoun *I*		•	•	•	•	•	•
Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people		•	•	•	•	•	•
Geographical names, holidays, historical periods, and special events			•	•			•
Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate						•	•
Use conventions of punctuation and capitalization			•	•	•	•	•
Spelling							
Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names							
Use spelling approximations and some conventional spelling							
Common, phonetically regular words		•	•	•	•	•	•
Frequently used, irregular words		•	•	•	•	•	•
One-syllable words with consonant blends			•	•	•	•	•
Contractions, compounds, orthographic patterns, and common homophones				•	•	•	•
Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions				•	•	•	•
Use a variety of strategies and resources to spell words							
Listening and Speaking							
Listening Skills and Strategies							
Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches							
Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)							
Listen for a purpose							
Follow oral directions (one-, two-, three-, and multi-step)							
For specific information							
For enjoyment							
To distinguish between the speaker's opinions and verifiable facts							
To actively participate in class discussions							
To expand and enhance personal interest and personal preferences							
To identify, analyze, and critique persuasive techniques							
To identify logical fallacies used in oral presentations and media messages							
To make inferences or draw conclusions							
To interpret a speaker's verbal and nonverbal messages, purposes, and perspectives							
To identify the tone, mood, and emotion							
To analyze the use of rhetorical devices for intent and effect							
To evaluate classroom presentations							
To respond to a variety of media and speakers							
To paraphrase/summarize directions and information							
For language reflecting regions and cultures							

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

- *Tested—Assessment Resources: Weekly Lesson Tests, Theme Tests, Benchmark Assessments*

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
To recognize emotional and logical arguments							
To identify the musical elements of language							
Listen critically to relate the speaker's verbal communication to the nonverbal message							
Speaking Skills and Strategies							
Speak clearly and audibly and use appropriate volume and pace in different settings							
Use formal and informal English appropriately							
Follow rules of conversation							
Stay on the topic when speaking							
Use descriptive words							
Recount experiences in a logical sequence							
Clarify and support spoken ideas with evidence and examples							
Use eye contact, appropriate gestures, and props to enhance oral presentations and engage the audience							
Give and follow two-, three-, and four-step directions							
Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues							
Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone							
Organize presentations to maintain a clear focus							
Use language appropriate to situation, purpose, and audience							
Make/deliver							
Oral narrative, descriptive, informational, and persuasive presentations							
Oral summaries of articles and books							
Oral responses to literature							
Presentations on problems and solutions							
Presentation or speech for specific occasions, audiences, and purposes							
Vary language according to situation, audience, and purpose							
Select a focus, organizational structure, and point of view for an oral presentation							
Participate in classroom activities and discussions							

Key:

Shaded area - Explicit Instruction/Modeling/Practice and Application

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A Bug Can, **K-5:** T237, T306–T307, T336, T337, S21
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-op, **K-3:** T384–T385, T392, S27
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-ox, **K-4:** T70–T71, T72, S3
-ug, **K-5:** T304–T305, T306, S21
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See **Concepts About Print,** directionality of print

Drafting

See **Writing,** process, drafting

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Elkonin Boxes

See **Phonemic Awareness,** elkonin boxes

English-Language Development

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Little School Bus, The, by Carol Roth, **K-2:** T2, T31–T35, T42, T43–T49, T188, T189, T191, T222–T223
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Bravo, Maurice! by Rebecca Bond, **K-4:** T234, T367–T365, T384–T385, T444–T445, T470–T471
Clever Tortoise, by Francesca Martin, **K-5:** T2, T135–T145, T154–T155, T205, T232–T233
David's Drawings, by Cathryn Falwell, **K-3:** T228, T361–T369, T378–T379, T448–T449, T451, T464–T465
Farms Feed the World, by Lee Sullivan Hill, **K-2:** T228, T281–T289, T291, T297, T440–T441, T456–T457
Igor, The Bird Who Couldn't Sing, by Satoshi Kitamura, **K-5:** T236, T369–T377, T386–T387, T456–T457, T472–T473
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Most Perfect Spot, The, by Diane Goode, **K-4:** T2, T57–T65, T74–T75, T203, T230–T231
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Red-Eyed Tree Frog, by Joy Cowley, **K-5:** T2, T57–T65, T84–T85, T224–T225, T232–T233
Snowmen at Night, by Caralyn Buehner, **K-3:** T228, T283–T291, T293, T300–T301, T438–T439, T441, T464–T465
Something Special, by David McPhail, **K-1:** T2, T57–T65, T67, T73, T199, T224–T225
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Up, Up, Up! It's Apple-Picking Time, by Jody Fickes Shapiro, **K-1:** T228, T357–T365, T367, T373, T431, T456–T457
What Will Mommy Do While I'm At School? by Delores Johnson, **K-1:** T228, T281–T289, T297, T423, T456–T457
When a Storm Comes Up, by Allan Fowler, **K-3:** T2, T57–T65, T67, T73, T85, T199, T224–T225
Zara's Hats, by Paul Meisel, **K-4:** T234, T289–T297, T306–T307, T435, T470–T471

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Ask & Answer Questions, **K-1:** T376; **K-3:** T114; **K-4:** T163, T362; **K-5:** T200
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Describe Actions, **K-1:** T76, T194, T326, T368; **K-2:** T11, T150, T192, T200, T276, T410; **K-3:** T26, T52, T76, T330, T336, T382, T416; **K-4:** T182, T190, T198, T300; **K-5:** T38, T286, T302, T364, T380, T424
Describe Feelings, **K-1:** T194, T451; **K-2:** T66, T74, T142, T215; **K-3:** T342; **K-4:** T206
Describe People, Places, Things, **K-1:** T128, T144, T402, T434; **K-2:** T200, T292, T368, T376, T418; **K-3:** T128, T152, T178, T382, T424; **K-4:** T78, T156, T300, T336, T422; **K-5:** T26, T78, T148, T192, T208, T380, T390, T424, T432, T450
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Relate Experiences, **K-1:** T252; **K-2:** T38, T66, T74; **K-3:** T68, T342; **K-4:** T75, T190, T284, T422; **K-5:** T302

Respond Appropriately, **K-1:** T102, T144, T178, T210, T368; **K-3:** T161; **K-4:** T104, T182; **K-5:** T78, T130, T148, T158, T184, T286, T312, T338, T364, T390, T424
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See **Literacy Centers,** listening/speaking center
Listening/Speaking Vocabulary
See **Vocabulary,** vocabulary, robust
Literacy Center Cards
See **Literacy Centers**
Literacy Centers
Letters and Sounds Center, **K-1:** T25, T101, T177, T251, T325, T401; **K-2:** T25, T99, T175, T249, T325, T401; **K-3:** T25, T101, T177, T251, T329, T407; **K-4:** T25, T103, T181, T257, T335, T413; **K-5:** T25, T103, T183, T259, T337, T415
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See **Genres**
Literary Response
See **Writing,** forms, story response
Literature
See **Big Books; Classroom Library Collection; Read-Aloud Anthology**
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See **Cross-Curricular Connections,** math

Meeting Individual Needs
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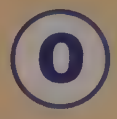
Musical Elements of Language
See **Rhymes**

Narrative Writing
See **Writing,** forms, personal narratives
Nonfiction
See **Genres,** nonfiction
Nonverbal Communication
See **Listening/Speaking,** nonverbal communication
Nonverbal Cues
See **Listening/Speaking**



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On-Level Readers
See **Leveled Readers,** on-level readers
Onset/Rime Blending
See **Phonological Awareness,** onset/rime blending
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See **Differentiated Instruction,** options for reading
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See **Grammar; Listening/Speaking**
Organization
See **Writing,** traits, organization

Parent Involvement
See **Teacher Resource Book,** school-home connections
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See **Decoding/Phonics,** phonograms; **Rhymes**
Penmanship
See **Handwriting**
Periods
See **Grammar,** punctuation
Personal Narratives
See **Writing,** forms, personal narratives
Phoneme Blending
See **Phonemic Awareness,** phoneme blending

Phoneme Categorization
See **Phonemic Awareness,** phoneme categorization
Phoneme Deletion
See **Phonemic Awareness,** phoneme deletion
Phoneme Identity
See **Phonemic Awareness,** phoneme identity
Phoneme Isolation
See **Phonemic Awareness,** phoneme isolation
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See **Phonemic Awareness,** phoneme substitution
Phonemic Awareness
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final, **K-3:** T253, T265, T279, T295, T305, S20; **K-4:** T69, T79, T117, T207, T301, S8; **K-5:** T39, T351, S2, S26
initial, **K-3:** T103, T115, T145, T153, S8; **K-4:** T117, S8; **K-5:** T39, T351, S2, S26
medial, **K-3:** T409, T417, T425, T433, T443, S32; **K-4:** T131, T379, T389, S8; **K-5:** T39, T365, S2, S26
Phoneme Isolation
final, **K-2:** T327, T339, T353, T369, T377, S26; **K-3:** T39, T53, T145, T153, S2; **K-4:** T105, S8; **K-5:** T27, T339, S2, S26
initial, **K-2:** T251, T263, T277, T293, T301, T427, T435, S20; **K-3:** T27, S2; **K-4:** T105, S8; **K-5:** T27, T339, S2, S26
medial, **K-2:** T403, T411, T419, T427, T435, S32; **K-3:** T69, T77, T203, T211, S2; **K-4:** T105, S8; **K-5:** T27, T339, S2, S26
Phoneme Segmentation, **K-4:** T337, T349, T363, T379, T389, T415, T423, T431, T439, T449, S26, S32; **K-5:** T79, T209, T219, T425, S2, S32
Phoneme Substitution
final, **K-5:** T193, T209, T219, T441, S14, S32
initial, **K-5:** T185, T209, T219, T441, S14, S21
medial, **K-5:** T201, T451, S14, S32
Phonetic Analysis
See **Decoding/Phonics**
Phonetic Principles
See **Decoding/Phonics**
Phonics
See **Decoding/Phonics**
Phonics Practice Book, K-1: T29, T40, T55, T105, T117, T181, T188, T255, T266, T279, T294, T302, T329, T340, T405, T412; **K-2:** T103, T114, T253, T264, T329, T340, T355, T370, T378; **K-3:** T29, T40, T55, T181, T189, T255, T266, T281, T297, T411, T418, T426, T434; **K-4:** T107, T119, T261, T287, T302, T417, T433; **K-5:** T40, T187, T194
Phonograms
See **Decoding/Phonics,** phonograms
Phonological Awareness
Alliteration, **K-1:** T403, T411, T419, T427, T435, S32
Onset/Rime Blending, **K-2:** T101, T113, T127, T143, T151, T177, T185, T193, T201, T209, T369, T377, S8, S14; **K-5:** T313, S20
Rhyme Production, **K-1:** T339, T353, T369, S26; **K-2:** T39, T53, T67, T75, T143, T151, S2; **K-3:** T283, T424; **K-5:** T68
Rhyme Recognition, **K-1:** T327, T339, T353, T369, T377, S26; **K-2:** T27, T39, T53, T66, T67, T75, T76, T143, T151, S2; **K-3:** T283, T424; **K-4:** T345
Syllable Blending, **K-1:** T103, T115, T129, T145, T153, T277, T293, T301, S8, S20; **K-2:** T67, T75; **K-5:** T261, S20
Syllable Deletion, **K-1:** T195, T203, T211, S14; **K-2:** T301; **K-5:** T287, T303, S20
Syllable Segmentation, **K-1:** T179, T187, T195, T211, T277, T293, T301, S14, S20; **K-2:** T293, T301; **K-5:** T273, S20
Word Segmentation, **K-1:** T27, T39, T53, T69, T77, T253, T265, T301, T427, T435, S2, S20

Photo Cards, K-1: T25, T41, T71, T78, T117, T130, T146, T148, T154, T177, T189, T196, T198, T204, T206, T212, T251, T267, T280, T294, T296, T302, T325, T341, T354, T356, T370, T378, T413, T414, T430; K-2: T56, T67, T70, T75, T99, T101, T115, T130, T146, T152, T175, T196, T204, T264, T280, T296, T325, T340, T370, T378, T401, T406, T414, T430; K-3: T25, T41, T71, T77, T78, T177, T189, T206, T267, T297, T306, T334, T407, T412, T419, T420, T435, T444; K-4: T72, T103, T119, T272, T303, T304, T312, T334, T348, T413, T418, T425, T426, T434, T441, T450–T451; K-5: T25, T41, T72, T183, T195, T202, T210, T220, T259, T264, T276, T290, T342, T354, T368, T414, T415, T420, T428, T436

Picture Books
See **Big Books; Classroom Library Collection; Library Books**

Planning
See **Lesson Planners; Small-Group Planners; Theme Planner; Technology,** ePlanner

Poetry
See **Genres,** poetry; **Writing,** forms, poetry

Practice Book, K-1: T24, T29, T30, T35, T41, T43, T55, T57, T71, T100, T105, T106, T111, T117, T119, T133, T176, T181, T182, T189, T191, T217, T250, T255, T256, T261, T267, T269, T279, T281, T295, T324, T329, T330, T335, T341, T343, T357, T400, T405, T413, T415, T431; K-2: T24, T30, T35, T43, T55, T57, T103, T109, T115, T117, T131, T174, T180, T187, T205, T215, T248, T253, T254, T259, T265, T324, T329, T341, T343, T355, T357, T371, T372, T400, T413, T415, T430, T441; K-3: T25, T29, T35, T41, T43, T55, T57, T71, T72, T101, T117, T119, T133, T148, T177, T181, T189, T191, T251, T255, T261, T267, T269, T281, T282, T283, T297, T329, T339, T347, T359, T360, T361, T407, T411, T419, T427, T435, T449; K-4: T35, T43, T55, T56, T57, T107, T113, T119, T121, T134, T135, T195, T202, T223, T261, T267, T273, T275, T287, T288, T289, T303, T345, T351, T353, T366, T367, T417, T425, T427, T433, T434, T441; K-5: T25, T29, T35, T41, T43, T56, T57, T103, T113, T119, T121, T134, T135, T183, T187, T197, T204, T225, T259, T269, T275, T277, T291, T337, T341, T347, T355, T368, T369, T415, T419, T429

Pre-decodable Books
See also **Decodable Books**
Birthday Map, K-3: T3, T80–T81, S3
Can I Go? K-2: T3, T78–T79, T98, T248, S3
Come In, K-2: T227, T304–T305, T324, S21; K-3: T24
Dan Can Build, K-2: T3, T212–T213, T248, T324, S15; K-3: T24
A Farm, K-1: T3, T156–T157, T176, T250, S9
I Can, K-1: T3, T80–T81, T100, T176, T250, T324, S3; K-2: T24
I Go, K-1: T229, T380–T381, T400, S27; K-2: T98
Kim Can Do It, K-3: T3, T156–T157, S9
Look at Me, K-3: T3, T214–T215, S15
My Dad, K-2: T3, T154–T155, T175, T248, S9
My Dog, K-1: T229, T438–T439, S33; K-2: T24, T98
My Room, K-1: T3, T176, T214–T215, T250, T324, S15; K-2: T24
Park, The, K-1: T229, T304–T305, T324, S21; K-2: T24, T98
Rip, K-2: T227, T438–T439, S33; K-3: T24
This Rig, K-2: T227, T380–T381, T400, S27; K-3: T24

Predictable and Patterned Selections
See **Big Books**

Predictions, Make
See **Focus Skills,** make predictions

Previewing, K-1: T31, T82, T89, T107, T158, T165, T183, T223, T257, T282, T313, T331, T358, T389, T447; K-2: T31, T58, T80, T87, T105, T132, T163, T181, T221, T255, T313, T331, T358, T389, T447; K-3: T31, T44, T58, T82, T89, T107, T134, T165, T223, T257, T284, T317, T335, T388, T395, T455; K-4: T31, T91, T109, T136, T169, T229, T263, T290, T323, T341, T368, T401, T461; K-5: T31, T58, T91, T109, T136, T171, T231, T265, T325, T343, T370, T403, T421, T463

Prewriting Strategies
See **Writing,** process, brainstorming, generate ideas

Print Awareness
See **Concepts About Print**

Print Organization
See **Concepts About Print**

Professional Development
See also **Bibliography, Professional**
Podcasting, Video for, K-1: T41, T57, T116, T267, T295, T305, T341, T357, T381, T428, T439; K-2: T41, T54, T57, T79, T81, T115, T145, T155, T186, T194, T197, T213, T265, T294, T305, T341, T381,

T412, T420, T423, T439; **K-3:** T81, T116, T130, T133, T157, T159, T215, T267, T297, T299, T309, T344, T358, T361, T377, T387, T389, T437, T447; **K-4:** T40, T54, T57, T73, T83, T105, T148, T151, T161, T191, T199, T207, T211, T221, T259, T271, T273, T285, T301, T305, T311, T315, T337, T349, T350, T363, T364, T367, T379, T383, T389, T415, T423, T431, T439, T443, T449, T453; **K-5:** T41, T69, T71, T73, T79, T83, T118, T132, T149, T153, T159, T163, T195, T213, T219, T223, T274, T288, T307, T313, T317, T369, T383, T385, T395, T397, T417, T425, T445, T455

Research Citations, **K-1:** T112, T187, T277, T383, T436; **K-2:** T55; **K-4:** T84, T162, T199, T306, T423; **K-5:** T75, T195, T365, T427

Program Reviewers, **K-1:** R16–R17; **K-2:** R16–R17; **K-3:** R16–R17; **K-4:** R16–R17; **K-5:** R16–R17

Progress-Monitoring

See **Assessment; Monitor Progress**

Pronouns

See **Grammar,** pronouns

Proper Nouns

See **Grammar,** proper nouns

Publishing

See **Writing,** process, publishing

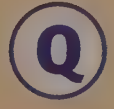
Punctuation

See **Fluency,** punctuation; **Grammar,** punctuation

Purpose Setting

Purposes for Listening, **K-1:** T31, T107, T158, T183, T257, T331, T431; **K-2:** T31, T80, T105, T192, T255, T331, T352, T402, T418; **K-3:** T31, T82, T107, T144, T158, T183, T216, T257, T310, T335; **K-4:** T31, T38, T109, T146, T206, T263, T341; **K-5:** T31, T109, T148, T200, T260, T265, T343, T350, T421, T440

Purposes for Reading, **K-1:** T86, T87, T88, T89, T162, T163, T164, T165, T220, T221, T222, T223, T310, T311, T312, T313, T386, T387, T388, T389, T444, T445, T446, T447; **K-2:** T78, T84, T85, T86, T87, T154, T160, T161, T162, T163, T212, T218, T219, T220, T221, T304, T310, T311, T312, T313, T380, T386, T387, T388, T389, T438, T444, T445, T446, T447; **K-3:** T80, T86, T87, T88, T89, T156, T162, T163, T164, T165, T214, T220, T221, T222, T223, T298, T308, T314, T315, T316, T317, T376, T386, T392, T393, T394, T395, T436, T446, T452, T453, T454, T455; **K-4:** T72, T82, T88, T89, T90, T91, T150, T160, T166, T167, T168, T169, T210, T220, T226, T227, T228, T229, T304, T314, T320, T321, T322, T323, T382, T392, T398, T399, T400, T401, T442, T452, T458, T459, T460, T461; **K-5:** T72, T82, T88, T89, T90, T91, T152, T162, T168, T169, T170, T171, T212, T222, T228, T229, T230, T231, T306, T316, T322, T323, T324, T325, T384, T394, T400, T401, T402, T403, T444, T454, T460, T461, T462, T463



Questions

See **Focus Strategies,** generate questions; **Focus Strategies,** answer questions; **Writing,** forms, questions

Reaching All Learners

See **Differentiated Instruction**

Read-Aloud Anthology

"Anna's Secret Friend," by Yoriko Tsutsui, **K-3:** T228, T388–T389

"Caps for Sale," by Esphyr Slobodkina, **K-4:** T234, T316–T317, T454–T455

"Chicken Chickens Go to School," by Valeri Gorbachev, **K-2:** T2, T156–T157, T197

"The Crow and the Pitcher," by Aesop, **K-3:** T2, T82–T83, T158–T159

"Elmer," by David McKee, **K-1:** T2, T158–T159, T207

"The Gingerbread Man," an English folktale retold by John A. Rowe, **K-3:** T228, T310–T311, T429

"Hello, Sun!" by Dayle Ann Dodds, **K-3:** T2, T216–T217

"How Chipmunk Got His Stripes," by Joseph Bruchac and James Bruchac, **K-5:** T2, T164–T165, T214–T215, T232–T233

"How Many Spots Does a Leopard Have?" by Julius Lester, **K-5:** T2, T74–T75, T232–T233

"How Tortoise Grew a Tail," a Yoruba folktale, **K-1:** T2, T82–T83

"Johnny and the Three Goats," a Norwegian folktale, **K-2:** T226, T382–T383, T423, T456–T457

"Millie and the Mud Hole," by Valerie Reddix, **K-2:** T226, T306–T307

"New Shoes for Silvia," by Johanna Hurwitz, **K-1:** T228, T382–T383, T440–T441

"Pig Pig Gets a Job," by David McPhail, **K-4:** T234, T394–T395

"The Snug Little House," by Eils Moorhouse Lewis, K-4: T2, T162–T163, T222–T223
"The Three Billy Goats Gruff," retold and illustrated by Janet Stevens, K-5: T236, T318–T319, T472–T473
"The Three Little Pigs," a European folktale, K-5: T236, T396–T397, T437, T472–T473
"The Town Mouse and the Country Mouse," retold by Lorinda Bryan Cauley, K-4: T2, T84–T85
"Tucker's Four-Carrot School Day," by Susan Winget, K-2: T2, T80–T81
"Who Will Tuck Me in Tonight?" by Carol Roth, K-1: T228, T306–T307

Read-Alouds
See **Read-Aloud Anthology; Big Books; Big Book of Rhymes and Poems; Library Books**

Reading, Related, K-1: T13, T239; K-2: T13, T237; K-3: T13, T239; K-4: T13, T245; K-5: T13, T247

Reading Center
See **Literacy Centers,** reading center

Reading for Information
See **Purpose Setting,** purposes for reading

Reading Intervention Kit
See **Intervention,** strategic intervention resource kit

Reading Response
See **Writing,** forms, story response

Reading-Writing Connection, K-1: T448–T455; K-2: T448–T455; K-3: T456–T463; K-4: T462–T469; K-5: T464–T471

Real and Make-Believe
See **Focus Skills,** reality/fantasy

Real-Life Reading
Recipes, K-1: T349
Signs, K-1: T185, T193, T201, T209, T219

Realistic Fiction
See **Genres,** fiction

Recipes
See **Real-Life Reading,** recipes

Recognize Story Structure
See **Focus Strategies,** use story structure

Repeated Reading
See **Fluency,** repeated reading

Rereading
See **Fluency,** repeated reading; **Focus Strategies,** monitor comprehension: reread

Research Base, Scientific
See **Bibliography, Professional**

Responding
See **Writing,** forms, story response; **Listening/Speaking,** respond to literature

Response to Literature
See **Writing,** respond to a selection; **Listening/Speaking,** respond to literature

Reteaching
See **Differentiated Instruction,** small-group instruction

Retelling, K-1: T73, T149, T217, T297, T373, T431; K-2: T71, T147, T205, T297, T373, T431; K-3: T73, T149, T207, T301, T379, T439; K-4: T75, T153, T213, T307, T385, T445; K-5: T85, T155, T205, T309, T387, T447

Retelling Cards
See **Story Retelling Cards**

Revising
See **Writing,** process, revising

Rhyme Production
See **Phonological Awareness,** rhyme production

Rhyme Recognition
See **Phonological Awareness;** rhyme recognition

Rhymes
See **Big Book of Rhymes and Poems; Phonological Awareness,** rhyme recognition, rhyme production

Robust Vocabulary
See **Vocabulary,** vocabulary, robust

Routine Cards, K-1: T30, T36, T40, T66, T70, T106, T112, T142, T182, T188, T256, T262, T266, T290, T330, T336, T340, T366, T406, T412, T420, T428, T429; K-2: T27, T28, T30, T36, T39, T40, T54, T55, T64, T104, T110, T114, T128, T140, T144, T177, T178, T180, T186, T194, T251, T254, T260, T278, T290, T295, T327, T330, T336, T340, T356, T366, T404, T412, T420; K-3: T30, T36, T40, T56, T66, T70, T103, T104, T106, T112, T115, T116, T130, T131, T132, T142, T182, T188, T196, T198, T204, T205, T253, T256, T262, T282, T292, T296, T331, T332, T334, T340, T344, T358, T360, T370, T418, T434; K-4: T28, T30, T36, T40, T54, T56, T66, T108, T114, T118, T132, T134, T144, T148, T149, T184, T186, T192, T200, T202, T262, T268, T272, T288, T298, T302, T338, T340, T346, T350, T364, T366, T376, T424, T440; K-5: T30, T36, T40, T54, T56, T66, T70, T71, T106, T108, T114, T118, T132, T134, T146, T188, T194, T204, T261, T262, T270, T274, T288, T300, T339, T340, T341, T348, T352, T353, T366, T367, T378, T382, T383, T392, T393, T418, T419, T426, T427, T434, T435, T442, T443, T452, T453

Routines
See **Begin the Day Activities; Oral Language**

School-Home Connections
See also **Teacher Resource Book,** school-home connections, **K-1:** T11, T81, T157, T215, T237, T305, T381, T439; **K-2:** T11, T79, T155, T213, T235, T305, T381, T439; **K-3:** T11, T81, T157, T215, T237, T299, T309, T377, T387, T437, T447; **K-4:** T11, T73, T83, T151, T161, T211, T221, T243, T305, T315, T383, T393, T443, T453; **K-5:** T11, T73, T83, T153, T163, T213, T223, T245, T307, T317, T385, T395, T445, T455

Science
See **Cross-Curricular Connections,** science

Scope and Sequence, K-1: R18–R25; **K-2:** R18–T25; **K-3:** R18–R25; **K-4:** R18–T25; **K-5:** R18–R25

Second-Language Support
See **English-Language Learners**

Selecting Topics
See **Writing,** process, generate ideas

Self-Selected Writing
See **Writing,** writing prompts

Sentence Fluency
See **Writing,** traits, sentence fluency

Sentence Structure
See **Grammar,** sentences; **Writing,** forms, sentences

Sentences
See **Grammar,** sentences; **Writing,** forms, sentences

Setting
See **Focus Skills,** setting

Shared Writing
See **Writing,** shared writing

Short Vowels
See **Decoding/Phonics,** short vowels

Sight Words
See **High-Frequency Words**

Signs
See **Writing,** forms, signs; **Real-Life Reading,** signs

Six Traits of Writing
See **Writing,** traits

Small-Group Instruction
See **Differentiated Instruction,** small-group instruction

Small-Group Planners, K-1: T20–T21, T96–T97, T172–T173, T246–T247, T320–T321, T396–T397; **K-2:** T20–T21, T94–T95, T170–T171, T244–T245, T320–T321, T396–T397; **K-3:** T20–T21, T96–T97, T172–T173, T246–T247, T325–T325, T402–T423; **K-4:** T20–T21, T98–T99, T176–T177, T252–T253, T330–T331, T408–T409; **K-5:** T20–T21, T98–T99, T178–T179, T254–T255, T332–T333, T410–T411

Social Studies
See **Cross-Curricular Connections,** social studies

Software
See **Technology,** technology resources, **Splash into Phonics CD-ROM**

Songs, K-1: T26, T37, T38, T51, T68, T128, T186, T202, T254, T264, T278, T328, T338, T376, T404, T418, T426; **K-2:** T26, T38, T74, T100, T102, T176, T184, T192, T250, T252, T300, T328, T352, T354, T402, T410; **K-3:** T26, T28, T52, T54, T76, T114, T180, T202, T210, T252, T254, T278, T280, T342, T382, T410, T416, T426; **K-4:** T52, T68, T104, T106, T146, T182, T190, T206, T216, T258, T260, T284, T286, T388, T416, T422, T430, T432, T448; **K-5:** T28, T38, T78, T104, T148, T158, T184, T186, T200, T218, T272, T286, T312, T338, T424, T440, T450
See also **Big Book of Rhymes and Poems; Music CD**

Sound/Spelling Cards, K-1: T28, T40, T54, T70, T78, T104, T116, T130, T146, T154, T180, T188, T196, T204, T212, T254, T266, T278, T294, T302, T328, T340–T341, T354, T370, T378, T404, T412; **K-2:** T102, T114, T152, T252, T264, T328, T340, T354, T370, T378; **K-3:** T28, T40, T54, T70, T78, T180, T188, T254, T266, T280, T296, T306, T410, T418, T426, T434, T444; **K-4:** T106, T118, T260, T272, T286, T302, T312, T416, T424, T432, T440, T450; **K-5:** T28, T40, T186, T194, T202, T210, T220

Sound/Symbol Relationships
See **Decoding/Phonics**

Speaking
See **Listening/Speaking**

Staff Development
See **Professional Development**

Stations
See **Literacy Centers**

Story
See **Genres,** fantasy, fiction; **Writing,** forms, personal narrative, stories

Story Elements
See **Focus Skills,** setting; character; beginning, middle, ending

Story Events
See **Focus Skills,** beginning, middle, ending

Story Grammar
See **Focus Skills,** beginning, middle, ending; characters; setting

Story Maps
See **Graphic Organizers,** story maps
Story Response
See **Writing,** respond to a selection
Story Retelling Cards, **K-1:** T73, T149, T217, T297, T373, T431; **K-2:** T71, T147, T205, T297, T373, T431; **K-3:** T73, T149, T199, T207, T301, T379, T439; **K-4:** T75, T153, T213, T307, T385, T445; **K-5:** T85, T155, T205, T224, T309, T387, T447
Story Structure
See **Focus Strategies,** use story structure
Strategic Intervention Resource Kit
See **Intervention,** strategic intervention resource kit
Strategic Intervention Teacher Guide
See **Intervention,** strategic intervention teacher guide
Student-Friendly Explanations
See **Vocabulary,** student-friendly explanations
Summarizing
See **Focus Strategies,** summarize
Summative Assessment
See **Assessment,** summative assessment
Syllable Blending
See **Phonological Awareness,** syllable blending
Syllable Deletion
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Writing Center
See **Literacy Centers,** writing center
Writing Traits
See **Writing,** traits
Written Language Conventions
See **Writing,** traits, conventions; **Grammar**

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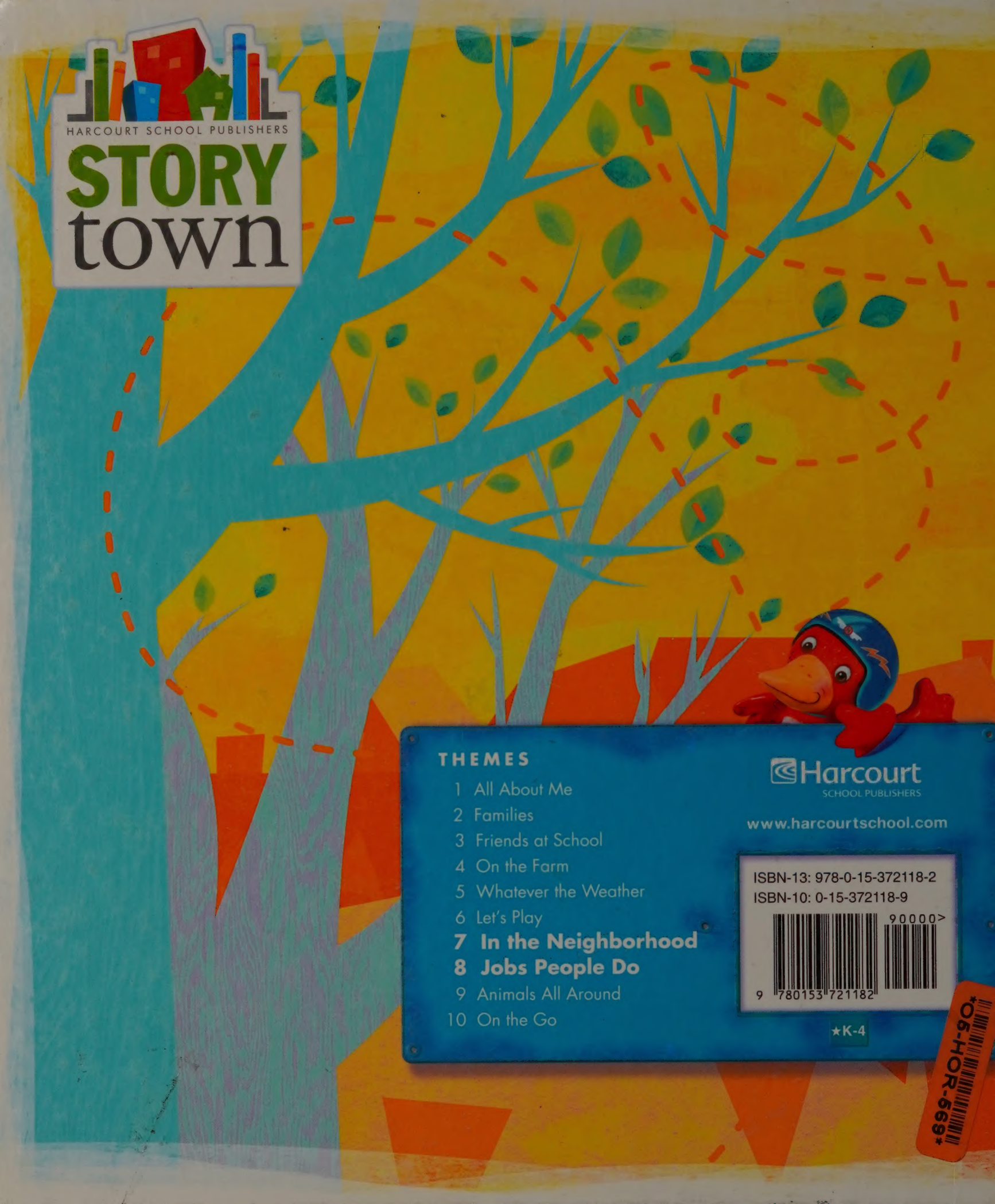
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